THE SOUTH INDIAN TEACHER

Vol. X. July 1937 No. 7.

VOCATIONAL INSTRUCTION IN SECONDARY EDUCATION

BY

MR. N. S. SUBBA RAO, M.A., BAR-AT-LAW,

Vice-Chancellor, University of Mysore.

It is impossible for one who has been writing and talking about vocational education a great deal during the last ten years to say anything which is fresh or interesting. Since vocational instruction has of late gained in status in the educational world, and there is a large demand for providing it in our educational system, even repetition of what one has been saying may not be out of place in a symposium, which I understand *The South Indian Teacher* is bringing out. In what follows I shall limit myself to two aspects of the problem. Firstly, the place of vocational instruction, pure and simple, in the secondary stage of education; secondly, provision for instruction which gives merely a vocational basis.

The need for considering these two aspects of the problem arises from that fact that not all that enter our secondary schools complete the six years of instruction that the secondary stage implies, while all those that complete the entire course do not either proceed to the University or to a vocational institution outside the University. In other words, when we visualise the large stream of boys and girls (indeed not as large as it would be if compulsory primary education were the rule, or if the means of parents corresponded to their ambitions for their children) that enter what we call here the Middle school stage of education, or as it is called elsewhere the junior High school stage of education, we see that they follow into 4 groups ultimately :

(1) Those whose education will come to an end at the close of the Middle school stage ;

(2) Those whose education will come to an end at the close of the High school stage ;

(3) Those that will proceed to the University;

(4) Those that are unable to proceed to the University but endeavour to supplement their general education by occupational studies of one kind or the other, so far as these are available to them in the country.

It is not, of course, suggested that this distribution of boys and girls is either natural or desirable. It is entirely the result of the economic conditions in our country, just as in other countries a large proportion of those who complete the six (or eight) years of compulsory education do not proceed further in their studies, but seek to enter some gainful occupation or other, and frequently enter what are called "blind alley" occupations, like that of errand boys, which leads to casual labour and consequent unemployment. No doubt in our country, as elsewhere, if ideal conditions prevailed and both the production and distribution of wealth were different from what they are now, one might picture all the boys and girls receiving general education of a 12 years' duration after which they would pass according to their aptitudes and fitness either to a university or to a technological institution. But we must take the economic background as it is, and organise our scheme of vocational instruction so as to meet the needs of three of the above groups, as the entrance into vocational courses of a university standard may be said to be provided for already in the form of professional colleges of one kind or other, though even here there is need for provision of additional technological courses of the Degree standard.

Let us take the needs of those that may be compelled for whatever reason to terminate their educational career three years after they have finished the Primary course. Such termination is not a mere supposition, as the leakage between the number of those in the 8th year class and the number of those in the IV Form of our High schools clearly indicates. It would be far better if this group of students spent the three post-Primary years in some vocational institution, where they would obtain training appropriate to occupations of an artisan type. At the present time the large number of occupations whether it be in the Agricultural or the Industrial group, which boys and girls enter at the age of 13 or 14, have to train their recruits by the simple, and up to a stage efficient, methods of apprenticeship. But provided the occupations for which training is given are carefully chosen with reference to their place in the social Economy, and the equipment and staff are adequate, there is no reason why the training given in these vocational Middle schools should not be superior to that obtained by apprenticeship.

We next turn to those who will spend three more years in the secondary stage, but stop thereafter. Here again the need for an occupational

turn to their education is evident, and it can be supplied by starting vocational High schools. The occupations for which training is to be given in these institutions are those which require as the basis a higher degree and general education than those which are met by vocational Middle schools. Obvious examples would be Weaving, and Machine Shop Practice, and also Catering, which is growing to be an occupation of considerable social significance in our country. It would be desirable further to prepare students for the Vocational High schools by providing in the general Middle schools some course which has a vocational bias, though a demand for admission to vocational High schools should not be denied to those who have not taken this subject in the Middle school stage

Those who emerge successfully from the Vocational Middle and High schools may be appropriately described as recruits of an artisan type for the economic life of the country, though those that come from Vocational High schools will naturally be superior, or turn to occupations where a larger amount of general education is needed.

We now come to the need of Business of what may be called the Foreman type of recruits. This type of recruit may be expected to shoulder more responsibility in a business than in the case of a mere artisan, and his training will have also to be such as to enable him with a little capital to set up for himself as a small producer or a small business man. This type of worker has a distinct place in our social economy, as elsewhere, and comes intermediate between the artisan on the one side, and the employer or professional man on the other. The needs of the country in respect of the last and the highest class of business talent can only be met by training in a University or in a technical institution of university standard like the Technical colleges of Great Britain and the Hochschulen of Germany. It is also true that the ranks of this superior class are entered by able young men who have begun in a small way. Therefore our educational system should see to it that the needs of the country for the intermediate type of worker whether it be in Agriculture, Industry, or Commerce, are carefully ascertained and adequately met by the provision of suitable training in the schools and colleges of the country.

To my mind no educational problem is so important or so comprehensive as the demand for re-organisation of the senior stage of secondary education, *i.e.*, of our High schools in such a manner as to meet this fundamental need of our country. The provision of Vocational Middle and High schools will serve to meet the needs of those that will not proceed beyond the High school stage, and we are left with those young men

and young women who are able to complete their High schools course and to spend some more years thereafter in equipping themselves as adequately as they can both for life and livelihood. So far the tradition has been that the High school stage when successfully completed should be followed by a degree course at the University. We all know what lamentable results have followed from this tradition, which curiously enough is little more than half a century old in India. The problem of educated unemployment or middle-class unemployment is the Nemesis of a failure to provide other post-secondary courses than those now available in the Universities. It is not indeed suggested that the absolute number of those that pass through our University and qualify for one degree or other is too large for a country of the dimensions and the population of India, but the supply has just now outrun the demand. Curiously enough the same situation occurred in the Eighties, when Convocation Addresses plaintively commented on the unemployment of University graduates. The trouble is there was then, and there is now, a temporary disproportionate production of graduates, and in the past this disproportion was reduced, even though the rate of production was quickened, by increasing prosperity and consequent demand both in Government Services and in the professions for persons with University qualifications. What has to be done is not to whittle down the superstructure, but enlarge the basis, by increasing the economic efficiency of those that must needs take their place in the middle rungs of social economy.

We have to provide a variety of courses in the High school stage, some of which will lead to the present courses in the University, while others will lead to courses of a distinctly vocational type, which may be provided by the Universities or by other bodies with the co-operation and sympathy of Universities. We shall have, that is to say, differentiation of studies in the High school stage, supplemented by provision of post-secondary vocational courses. This will meet what may be called the triple need of the hour: diversion of those fitted by temperament and aptitude to the realistic courses from the present single-track course which leads to the present courses in the University; increased efficiency in the occupations of the country by provision of a better type of recruit, higher than the artisan and less ambitious and less unwilling to "take off his coat and work" than the University professional product; elimination of wastage of talent by the useless pursuit of academical studies by those whose educational and economic Mecca lies elsewhere.

There is reason to believe that things are propitious just now for a radical re-organisation of the course of studies in our High schools. Both the University products and their parents stand disillusioned; the value

of training for occupations in vocational institutions is recognised, though perhaps not as fully as one would desire ; there is a drive towards a more efficient organisation of the country's resources. If the atmosphere so favourable is only taken advantage of by educationists, we should see in less than half a dozen years a radical transformation of our High schools. The universities, the pupils and the country will be all the better.

Those brought up under the old traditions of education may lament the substitution of craft for culture as the guiding principle of education. An effective answer to such apprehensions has been given by Sir R. W. Livingstone who also has dissipated the exaggerated belief in the possibilities of teaching cultural subjects at an early age to our boys and girls. In his Address to the Education section of the British Associations last September, he made it clear that it was impossible to teach Literature and History and other cultural subjects, as they should be taught, to boys and girls in our schools. The gap in the education of our boys and girls, the largest number of whom leave out schooling either after a few more years of Secondary Education, can only be filled by a carefully planned sysetm of adult educaiton. Therefore there is nothing to apprehend in the growing conviction that our educational system in its lower stages needs to be recast on 'practical' lines, so long as care is taken to provide for the grown-ups a suitable system of education in subjects that really spell culture and enable them to live the good life side by side with the bread and butter activities that are necessary in this work-a-day world.

TRAINING FOR CITIZENSHIP IN RURAL SCHOOLS

BY

REV. L. L. LORBEER,

Pasumalai.

India, like every other country is crying for good citizens who put community and country needs first. Such citizens are grown, not made. Home and school and church are the three main sources for the training. But few, tragically few village parents are equipped to give this training. The church reaches hardly 2% of the population so if the schools do not do this job for India it will not be done.

Last year 50% of India's boys and 16% of her girls of school-going age (6 to 11 years) were in school. Approximately one-third of the boys and girls is all that the schools reached. And how long do the schools have even this third ? Statistics of Madura District 1935 show that more than 50% of the children of the elementary schools were in the first standard, and about half of the remainder in the 2nd standard. Girls drop out even more rapidly than boys. Probably this loss of pupils is slightly less now, and perhaps less in other districts than in Madura. But this is certain. Even the pupils who are in the elementary schools will leave in a very few years. The problem is desperately urgent. If we say, " We shall first teach the three R's and later train for citizenship," we shall have lost our boys and girls. It is now or never. At once, in the first standard, we must be at this job of training citizens. Nowhere else is delay so dangerous. But we are here to enquire what can be done ? What is being done ?

Let us use our ten fingers to note 10 qualities of the Good Citizen. Then at once we shall want to see if these qualities can be instilled in the lads and lassies of our village schools.

1. *The Good Citizen learns to make thoughtful independent decisions.* Every community has too many mental dependents, blind followers. How many villagers will make independent decisions ? Will not 99% of the women, 90% of the men wait for one or two to lead and then follow blindly ?

We turn to our village school. How shall it remedy this dangerous dependence ? Partly by the teacher requiring the pupils to make

choices, to make decisions after thought. Did you ever take two pictures to a first standard and say, " The class can have one of these for its wall. Which do you want ? " In many a school the pupils will look blankly and then turn to the teacher for a decision. But you won't let the teacher decide. You give the pupils time to look well and think. Perhaps you let one or two speak in favour of each picture. Then they vote, better by writing so that they will not know how others are voting. They have had to think and choose. The next time they will be more ready to decide, try it. Another time have the teacher ask, " Next Saturday would you like to have an excursion ? Shall we go to the river, the hill, or the cotton mill ? To-morrow each will be ready to give one good reason for going to each place. Then we shall decide by vote." Another day we shall call for a moral decision. " If I find a pencil shall I keep it ? Or give it to a friend who has no pencil ? Or show it to the school and ask the owner to claim it ? " At first we put 2 possible choices before the class, then three. Later the children will formulate the possible choices and make the decision.

In a certain high school ten years ago when the boys were electing a football captain or some other officer, after 2 or 3 nominations were made and the vote was taken by show of hands, it was found that almost invariably the boys would elect the candidate whose name was first put to the vote. Blind thoughtless voters. Dangerous citizens. But next time the Principal trained them. After the names of the four candidates were written on the black board he gave them time to think, asked if all had made their decision, ridiculed those who looked around to see how others were voting instead of being independent. Now this high school can conduct fair and democratic elections. Can the same independence be developed in elementary classes ? Certainly. Guidance and patience are needed. But when independent thinking comes how much more pleasant and more useful to the school will be these boy-citizens.

Ten years ago a lad was studying in such an elementary school. Now he is a secondary trained teacher. Last year he wrote, " I'm thinking of marrying a young widow. Here are the arguments for and against. I think those in favour are stronger. What do you think ? When I met this attractive young widow I could sympathize with his leaning to the affirmative. But one rejoices to note the marshalling and weighing of arguments the making of an independent decision, and the sticking to it despite the strong criticism of his community. Pupils in village schools trained to make careful choices and choices guided not by selfish wish but by public good will have one essential quality of the Good Citizen.

II. *The Good Citizen guards the health of the Community.* And the school boy who will grow into the Good Citizen will learn to guard the health of his fellows. In spite of the bad example of his parents, the village boy can usually be taught to use a latrine properly. On the walls of one school latrine we read, "Please leave the latrine as clean for others as you would like it left for yourself." Silent teacher! The boys of that school see the teacher cover up his spittle with dirt and are learning the habit. In another village the well had no wall about it. Contaminated surface water flowed into it. The young men's Club persuaded the community to put a wall around it. These youth had been in the village school and there doubtless learned the danger. But the 10 years delay may have endangered many a life. Probably many of you can give examples of tactful teachers leading their pupils to enlist the co-operation of parents and community to repair wells more promptly.

When we are disturbed by an epidemic we think of the trouble it makes and how it might have been avoided. But it is also well to think of how many epidemics have been avoided in boarding schools due to the co-operation of pupils, big and little. Years ago when plague raged in almost every village around Pasumalai we were able to keep it out completely because even the smallest lads helped to keep the premises clean, brought the tails of rats they had killed to claim the one anna bounty, bravely took the inoculation. One midnight an 8-year old boy bringing his mother, reported a rat-fall. Trained boys can and will stop many an epidemic.

Two pastors and several teachers of this district had leprosy for years, endangering the health of many, before they were discovered. Even then one Pastor refused for long to go to the Leper Home saying, "Christ healed lepers with a touch. When God wants to heal me He will. You are trying to destroy my faith." Contrast with this little Devasigamoni of the Dindigul elementary school. The pupils had been told of the danger of leprosy and the duty of reporting. Devasigamoni showed a discoloured spot on his leg wondering if it was leprosy. The doctor affirmed it. Bravely the orphan boy went 70 miles, alone, to the Leper Hospital. In six months he was back with a smile and a letter from the doctor saying "Disease arrested." And when seen recently he was still free from it. Verily a little child shall lead them,—if he is gently trained.

In Erode Model school the 4th standard boys have charge of the medicines and bandages for first aid and are ready to help all-comers,—Splendid preparation for Good Citizenship.

III. *The Good Citizen helps to settle quarrels.* Those who should know, say that three-fourths of the villages of South India are torn by factions, quarrels, hates which easily break out in murderous riots or wasteful litigation. Can village boys and girls be trained to settle quarrels ? Two girls have abused each other, two boys have fought. Why not have the class or the quarrelers choose a *Panchayat,* three or five impartial classmates who will set the penalty ? Of course the teacher will need to put in a tactful word at times. But this is the way that village Peace-makers grow. In the Erode Model school each class elects a proctor from among its members to serve for one term. Quarrels are taken to him. Pupils usually abide by the decision of the referee whom they have themselves elected. Gopinayakanpatti has the best village school in this district. The Headmaster has trained his boys to settle their quarrels by arbitration and forgiveness. But the villagers had quarreled for decades. The Headmaster tried the same method with the adult children and reports real peace for the last three years. Thus the School leads the Village. Blessed are the Peace-Makers and citizens —big and little.

IV. *The Good Citizen takes responsibility for the smooth running of village LIFE.* The roads, the drains, the work of post peon and vaccinator, *munsif* and *karnam,*—he watches such things to see that all is well. Similarly our school boy. Some years ago I met a 6-year old lassie going to school at 8 o'clock and asked " When does your school begin ? " " Nine o'clock," " Why do you go so early ? " " I'm the black board Officer." " What does the black board Officer do ? " " I see that all the black boards are clean and the chalk and dusters ready." " Are there other officers ? " " Yes, a Library Officer to keep the books in order and see that the borrowed books come back. And there is a President who sits up in front and tells us what to do when we have a programme." " Is that all the officers ? " " No there is a Rabbit Officer," " A Rabbit Officer ! what does he do ? " " She's a girl. She keeps the rabbit pen clean and feeds and waters our rabbits." " How many pupils in your first standard ? " " 25." " How many Officers ? " " Ten or a Dozen, but we choose new ones every month." Note that in this first standard every child was being trained to take responsibility. Pupils and parents prized this teacher. Even when she became head of the whole school she insisted on doing her teaching in the first standard saying, " If we start children right they usually keep going right."

In a certain school, if the teacher is late, the pupils will start the class work. In another school bigger girls agreed to bring the smaller ones when the conductress was stopped. Care of the garden, the pets, the museum, watching for promptness, order, neatness, how little

children delight to feel that they can share in such responsibilities. And the community whose children have been blessed with such a school will not lack for those who will see that village life runs smoothly. There is a reason why many of the world's greatest men and women such as Lincoln, Kagawa, Jesus have come from homes where responsibility was forced on them in formative years.

V. *The Good Citizen joins in training those in his village who are less advanced.* That is, the Good Citizen is a teacher sharing his knowledge about cattle-breeding, seed-selection, current events. And in school those who know can be trained to find pressure in helping those who don't know. Did you ever ask a 3rd standard group some problem in mental arithmetic such as, " I have Re. 1. You 3rd standard pupils number six. If I give each an anna how much will I have left ? " A few hands go up. Now ask one who has the right answer to explain how he did it to those who did not do it. How many pupils can do it ? Possibly one in ten. But in the best village schools this is a regular procedure, the children learn to help each other, teach each other. They like to do it, do it without being told.

But how often one is distressed in going to the old-style school. Children are lined up back to back lest they peep at each other's work. They must do the arithmetic fast to discourage cheating. When done they must plump the slates on the floor, answer down, lest others copy. The whole training seems to be against mutual helpfulness and emphasizing that we expect them to cheat if given half a chance.

But how different the training in another school. The wise teacher was handling a spelling lesson in the 4th standard. " To-day we are going to see if we can correct some of our mistakes in spelling. Perumal will read ten words slowly and we shall all write them. Then he will read the correct spelling. You may correct your own papers or exchange with a neighbour, just as you wish. But at the end each will find how many words which he had missed he can now spell correctly. Next Navamoni will read ten other words which we all want to learn to spell correctly." No inducement to cheat, but rather to find and correct mistakes. Meanwhile in the 6th Standard the children were working at problems in groups of three helping each other. And the 6th Standard was unitedly preparing a map for the school wall which shows the air-routes in India. How fortunate the school where the pupils are all teachers helping each other correct mistakes or find information. Dr. Laubach of the Philippine Isles found that if, after an adult had mastered the first lesson in reading, he taught it to a friend, not only was the lesson fixed in his own mind but also a spirit of confidence and helpfulness resulted.

The same method will help our village school children to grow into Servants of the backward. Teachers of the needy.

VI. *The Good Citizen abides by majority decisions arrived at after open discussion.* Democracy is being strangled in some countries. But India is moving toward more democracy. Perhaps India and China will re-teach democracy to some of the countries of Europe and the America. But if we want democratic method in community and country we must begin in our schools. Can we train our 8, 10, 12 year-old to talk over a problem thoroughly and then abide loyally by majority vote unless and until, by fair discussion, they can persuade the majority to change its vote ? No, not at once. But beginnings are made in some village schools. In one school a class may sometimes meet as a Village *Panchayat* to decide whether to build a road or a well; or a class may meet as a Municipal Council to discuss and vote on making education compulsory for all boys ; or a class may meet as a District Educational Council to decide whether in a certain village the three schools for boys, girls and Adi-Dravidas shall be combined into one. The problems should be real and then the voting will be serious.

As a 12-year old boy I well remember that a leader in the temperance movement planned a public meeting in which 5 of us village boys acted as a Village *Panchayat* and discussed whether we should close the toddy shops. I still remember my speech for liberty to eat, drink, and do what one pleases. But when another *Panchayatar* convinced me that my liberty should not interfere with the welfare of others, I changed my vote. Whether our arguments convinced the other villagers or not, I do not know. But certainly the training in methods of deliberation and democratic voting helped much those 5 village boys. Only if India through her school children learns the method and justice of free and full discussion and obedience to majority vote, can India or any country have home-rule, not caste-rule or sword-rule or money-rule, but real self-rule.

VII. *The Good Citizen rejoices in the privilege of making the world more beautiful.* Even the poorest homes in Japan have a touch of art and beauty somewhere. India can develop this aesthetic sense more, especially if a beginning is made in the school. "Whoever draws the best map, paints the best picture, weaves the best design may have his work put on the wall." In one school the Principal offered a picture to each class which would itself frame it. Every class room now has a good picture chosen by the class and neatly framed, a legacy to future occupants of the class room. There can be some healthy emulation in beautifying the school garden, putting geometric designs in front of the

school building on special days, bringing pictures cut from magazines, and flowers.

Few men have done more for the uplift of their village communities than the French Pastor, Oberlin. Through famine, revolution, invasion and persecution he held his community to the Upper Trail. Most of the trees had gone for fire-wood. So he would not confirm any boy unless he brought a certificate from his father saying that he had planted two trees in suitable places. It was Lincoln, the frontier boy with but one year of schooling in his life, who said, "When I am gone I want it said of me, 'He plucked a thistle and planted a flower wherever he thought a flower would grow'."

VIII. *The Good Citizen produces something useful.* Too many men are content to be consumers, living by the sweat of other men's brows, never learning the satisfaction of producing. Again we must begin with our village pupils. What can they produce ? The simplest clay-models at first. Perhaps they can be coloured to amuse baby-brother. A net-bag to carry books ; a folded paper box to keep slate pencils ; a simple basket ; a cloth ball and card-board bat to play badminton. The teacher will not sacrifice accuracy to interest at first. And he will see that they do not attempt what they cannot finish. Even for little folks, "Something accomplished, something done," will earn not only a "night's repose," but added interest in school, sympathy with the working man and desire to go on to something harder.

The Labour Party in Britain sent a commission to Russia to find how the schools there were related to Labour. The commission was impressed with these words on the wall of a village school, "We don't eat the wheat and drink the milk which the farmer produces without doing anything in exchange. We darn the farmer's socks and sew clothes for his children."

Last year the Headmaster of Pasumalai High School was determined that his boys should not go forth as mere consumers. So he announced, "After school we shall play three days a week and work three days a week. On work days you can join the squad of your choice to learn something useful, tailoring, bookbinding, carpentry, mat-making, animal husbandry, photography, radio-installation, horticulture, etc." The response was gratifying, little protest, much appreciation. This year the younger children will do simple hand-work. But all pupils from 6th Standard and above must work from 6-30 to 8 a.m., or from 8-30 to 10 a.m., at some kind of productive labour. The school doesn't expect to send out expert poultry-raisers, soap-makers, or electric wirers. But all Pasumalai boys will know the rudiments of one or two such occupa-

tions. And the value of their produce will largely pay the cost; for this occupational work must be self-supporting.

In the last number of "Christian Education" Mr. Thiessen writes of a similar experiment in his village boarding school at Mauhadih, C. P. The school was merely securing passes but hardly serving either the church or the community. Something must be done. Parents and teachers wanted no change, a pass for the pupils was enough. But the new Principal began by requiring all boys in the boarding home to wash and patch their own clothes. Then he asked a young weaver to come and show the boys how to weave cloth, and the compound carpenter to teach the use of tools. The boys balked but with 75% persuasion and 25% coercion the boys worked rather half-heartedly at first. But as they learned to make clothes and furniture for themselves their interest grew. The sewing class rapidly became popular. Agriculture and basket-making were added. Public officials took a keen interest in the experiment and that stimulated the teachers. The Mission gives Rs. 1,000 a year only, for all this work. When the depression came many thought the church would shut it down. But rather the church leaders insisted that it go on. The Principal finds that elementary school boys cannot concentrate more than 6 to 8 hours per day on book-study. And if pupils will study effectively while they do study, they have ample time for handwork and play. Pupils who have learned the satisfaction of producing something are not apt to lapse as men and women into selfish consumers. "Work is an affliction," is the delusion of many. "Work is a privilege," says the producing pupil.

IX. *The Good Citizen uses his leisure time for recreation and growth.* What does the average villager do when there is no work to be done? Does not much of his leisure time go in idle gossip, obscenity, gambling, drinking, quarrelling, day sleeping? And will not his children do the same unless the schools save them?

Boys in a good village school learn to enjoy games, parrot, cripple, football,, volley-ball. In a village near Madura 25 young men come home daily about 5-30 from a hard day's work shovelling dirty coal. The Y. M. C. A. night school holds a few of them away from the toddy shop, but the majority drink. Recently subscriptions were collected and a volley-ball court opened. The first week the game kept most of the youth away from the toddy shop and the leaders are hopefully watching to see if the defeat of toddy will be permanent. But the smaller boys have a better chance. Their school games will help keep them from making a wrong start.

If the school has a library of simple attractive books on health and farming and plenty of good stories of heroic and sacrificial action the

children are sure to enjoy them. School discussion of current events will lead the boys to get hold of cheap newspapers which they may read to their family and neighbours. Good drama, *bajanas,* excursions, scouting, guiding, such things will attract boys and girls whose appetities are stimulated with an appealing start.

When the garment-workers of New England were on strike young women bore banners which read, " We want bread and roses too." An American Manufacturer visiting Russia, said, " Your factories are turning out immense numbers of tractors. Soon the market will be glutted, then there will be no sales and widespread unemployment." The reply came quickly, " Then we shall make pianos." Anamalayanpatti is a village at the foot of the mountains. Very early almost every morning 20 or 30 girls from 12 to 25 years of age climb high up the mountain, cut firewood, carry the heavy loads mile after mile to the city bazaar, sell them for three or four annas each, buy rice and return to their village about dark. After night food, though tired, they do not waste their time but go to one of the few night schools for girls in Madura District. There they read and pray but mostly sing. A few Sundays ago they walked ten miles to the Pastorate Harvest Festival to bring their offerings and share their songs with hundreds of others. As they sang we could see the cruel loads of firewood on their heads but loads of joy in their hearts. Bread and Roses, Tractors and Pianos, Rice and Songs, Life and Life more abundant the village school must bring to enrich all the hours of its pupils.

X. *The Good Citizen relates himself in love to God and Fellowman.* Without this motive, this great driving power, his efforts are mere sounding brass and tinkling cymbal. With it his efforts are bound to be fruitful. And the nascent citizen in the village school, however else he may be trained, will need to grow in knowledge of God and his outreaching Love. The Love of God may come to our village children first through the love of mother, father, teacher, friend. But guided by a faithful hand God's love will grow within the heart of our lad until it overflows to the classmates, the community and all mankind. Centred in such all-embracing love our boy-citizen will lead the forces that will transform all men into Good Citizens of India and of the Kingdom of God.

OCCUPATIONAL TRAINING[1]

BY

MR. F. S. CHELLASWAMY.

Educational reformers of our land have rightly felt that present-day secondary education is rather rigid and that it fits students practically only to struggle in a college. They fully realize that the system of education is, to a large extent, responsible for the increasing unemployment of the educated young men. It is estimated that at the present day over one and a half millions of educated young men are facing the acute problem of unemployment. If we remember the fact that the entire literate population of our land is but a very small fraction of the total population, we would certainly realize how alarming is the extent of the unemployment of the educated young men of our land. To a large number of students in high schools and colleges the passing of examinations is the only goal. As they are not practically taught the dignity of manual labour, they do not feel that the profession of a photographer or a tailor is as honourable as that of a lawyer or a doctor. If we help our students to learn the value of productive labour, surely government and other jobs will not have as much glamour for them as at present. They will not think, as they do to a very large extent at present, that if they fail in their public examination there is nothing for them to do in their later life and that they are not wanted by the world at large. They should fully understand that in all countries, including our own, there were and are business magnates and pioneers of industries who have not had the benefit of higher education. Nothing should be beneath the dignity of a University graduate as he starts at the bottom in a workshop and undergoes a long period of apprenticeship to earn a bright future.

Efforts are being made in various parts of our country to-day to introduce industrial education into educational institutions. The Mysore Government has rightly felt that schools should train not only those who are to be engaged in intellectual pursuits after school-life, but also the larger body of workers in trade, industries, commerce and other similar professions. Steps are being taken in Mysore State to re-organise the educational system along these lines. A committee has already been

1. Presented to the 1936 Conference of Teachers in the South Tamil Regional Committee area.

appointed by the Government under the Chairmanship of the Director of Public Instruction for this purpose. We all know that in America occupational instruction is securing increasing importance in the school curriculum of most high schools. Even in our own country the B. S. School, Belgaum, has started experiments along these lines. The Director of Public Instruction, Madras, has stated recently that the Madras Government hopes in the next few years to make radical changes from the elementary grade to the University course with a view to provide more vocational training.

I have tried to outline briefly the trend in the system of modern education. Next I wish to point out that the Pasumalai institutions are trying to advance in regard to this particular share of educational reorganization. As early as 1906 courses in manual training and agriculture were introduced into the regular school curriculum. In recent years bee-keeping, poultry, dairy, Indian music, etc., have also been added. Further, the Pasumalai Teachers' Association has formulated a practical scheme of occupational instruction as an extra curricular activity. The chief object of the scheme is to train every Pasumalai student in the joy and privilege of productive work. This scheme hopes to provide training in one industry or another to nearly 250 students of Pasumalai high and training schools.

Though in manual training and agriculture we provide instruction in various kinds of handicrafts, it is taught only as a part of our school curriculum and it is compulsory for every pupil who studies in our schools to attend those classes as they do classes in other subjects, irrespective of their taste or bent of mind. But the occupational training which is newly introduced has a distinctive purpose in it. That is to allow the pupil to freely choose his own occupation according to his taste, ability and environment, and also to prepare him for the job he is going to take up after his school course, for the foundation is already being laid for his life work even while in school. This solves to some extent the pupil's dilemma of what he should do after he finishes his studies. He is sure of taking up a job in which he has already had training while in school. No doubt, it helps to solve the problem of unemployment, so great a difficulty of our country.

At the beginning of this year a number of occupational squads were started, each squad being assisted by one or more teachers. The following are some of the occupational squads :

Carpentry, book-binding, tailoring, basket-making, masonry, leather-work, landscape gardening, agriculture, horticulture, etc.

During the recent quarter the radio squad and the photographic squad have been added. The soap-making squad will be started soon after the Christmas holidays. *Each squad works for three days in a week, two hours a day.* The working hours are from 4-30 p.m. to 6-30 p.m. Thus each squad devotes six hours every week to occupational training.

The following is an account of the strength of each squad and the nature of the work turned out thus thus far :

	Name of the Squad	Strength	Work Done
1.	Carpentry ..	15	Canvas chairs, tables, folding stools, book-shelves, repairs, etc.
2.	Agriculture ..	22	Preparation of beds and nurseries for growing tomatoes, sweet corn, Bombay onions and paddy.
3.	Tailoring ..	12	Stitching handkerchiefs, pillow covers, shorts, shirts, etc.
4.	Book-binding ..	20	Making letter pads, letter files, writing pads and albums, etc.
5.	Landscape gardening	20	Working to convert the extensive plot in front of the New High School building into a park.
6.	Horticulture ..	32	Preparing seed beds, transplanting, weeding, irrigation, etc.
7.	Leather work ..	12	Belts, money-purses, etc.

Here I wish to mention a few difficulties we are facing in the working of this scheme. In these days of financial stress, the management finds it hard to spare funds for the working of all the squads. However, we are trying to strengthen them one by one, thus gradually solving the financial problem. Another difficulty is in securing experts to lead such squads as those doing radio work, masonry and soap-making.

Some boys who have special training in some of these occupations are prevented from advancing to higher education owing to their poverty. In such cases these boys can render their services to the school by teaching their occupations to other students and thus earn their fees. This is one way of solving our financial problem in bringing the new scheme into operation. We have at present three such qualified students to help the school. We are trying to secure similar students who are occupationally trained to help us carry out this scheme without much cost to the management.

Most of our high school boys are coming from rural areas and they will go back to their own villages after their school career. The common occupations they will find in those parts are agriculture and horticulture, so these should be encouraged. The management deemed it highly desirable to give special training in these two occupations. But to the surprise of the management the village boys showed lack of interest and enthusiasm in the matter at the beginning, as they found very little novelty in this kind of work. This is because they come from a community of farmers.

In connection with the working of the occupational squads, may I be permitted to make mention of the observation made by the Director of Public Instruction, Madras, during his recent visit to Pasumalai. He visited the various squads at work and in the course of his concluding remarks during the school anniversary celebration over which he presided, he stated that he welcomed the system of varied training and vocational work adopted in Pasumalai even without urge from Government. He also requested the authorities of Pasumalai institutions to take fullest advantage of the scheme when Government would bring out changes in the educational system along the lines attempted at Pasumalai, in view of the work done already. He also suggested that attempts might be made to keep in touch with large employers of labour like the Madura Mills and other factories to see what their requirements are and to decide what course or type of training should be given in the schools, so as to prepare for their apprenticeship.

In conclusion, it will not be out of place if I say that the Christian institutions of South India have contributed much to the advancement of the cause of education for both men and women. The self-sacrificing spirit of our missionary sisters and brothers with their money and new type of education cannot but be appreciated and remembered by Indians as a whole. An eminent Government official of the highest rank recently remarked that the responsibility of shaping the policy of education lies chiefly in the hands of the Indian Christian workers, as they have been doing pioneering work in this line. So it is our duty as Christian workers here assembled, to take the lead in determining the right type of education that will fit our boys and girls for life and that will make them physically, mentally and spiritually fit for His Kingdom on earth. 'The old order changeth yielding place to new.' We should be open-minded when new things are placed before us. I assure you that the kind of education we propose to give to our boys and girls is going to help solve the economic distress of our country. Is this not a piece of noble Christian service that we can render to our Motherland? We shall clothe the naked and feed the hungry, as our Master Jesus has commanded us to do.

SCOUTING IN INDIA

BY

DEWAN BAHADUR K. S. RAMASWAMI SASTRIGAL

I. YOUTH: FORWARD HO!

The planning of life is all-important. What should I do with my life is the question which faces every man. The noble ideal is not making money and enjoying yourself but seeking wealth and fame and power so as to enable us to love and serve our fellowmen. Each must be more keen on putting something into life than on getting something out of it. The motto should be Give rather than Take. Great nations are made only by individuals who are capable of service and self-sacrifice. No one should be so engrossed in the thought of his career that he becomes forgetfulness of the destiny of his nation.

Youth wants success in life and it is but right that it should desire success. But what is success in life? Is it wealth or fame or power? No. They are but means and not ends. The true end and aim of life is Happiness. Happiness is not for pleasure. Pleasure is but a titillation of the senses. But happiness is of the soul. It comes only when we have peace and love and renunciation. Its deadly enemies are worry and greed and lust and hate. It will come only when we do hard and honest work and live a life of plain living and high thinking. Happiness never lessens by sharing it with others. R. Blatchford says well: "I say that in human sympathy and in human service will man find the most perfect and enduring happiness. And to sympathise with mankind and serve them you must be just and not selfish. All the warfare, all the crime, all the oppression, all that is hideous and hateful and accursed, comes from the unjust deeds of selfish men. All the delights and the blessings of art, of poetry, of literature, of friendship, of peace and of love are contributed by those who serve and love their fellow-creatures—by the sages and the poets and the painters, by the faithful friends, and loving parents and husbands and wives."

Youth must beware of those who would seek to mislead it and exploit it and even ruin it for the sake of their own profit. There are plenty of unctuous rascals who would lead youth into actual gambling or into its equivalents in races etc., or into drink or into the company of bad women. There are rascally money-lenders who are ready to exploit the youth's love of pleasure and to advance a small sum and to take pronotes for large amounts. Unless boys and girls are carefully

brought up and take good care of themselves, these prowling wild beasts will dsetroy them body and soul.

It is difficult to say why every good game has deteriorated into a form of gambling. Betting has followed like a baleful shadow almost all the forms of sport. The Chief Scout says truly in ROVERING TO SUCCESS: " I know there is satisfaction in winning, whether by luck or by study of form, but personally I hate to see what used to be true sport prostituted into a money-making concern for a few profiteers who do it at the expense of the mass of young fellows. These are cunningly led on to become gamblers while they are made to believe they are great sportsmen. Under this camouflage a very big number gets sucked into ruin. As one who has seen a good lot of this humbug I only want to sound a warning to you. It is then, your lookout if you are fool enough to be taken in. As you get older you can judge better for yourself whether you need that form of distraction when so many other good things are open to you ".

Quite as dangerous as gambling is wine. The Chief Scout says: " Once has got the drink habit, or what is worse, the drug habit, his chance of happiness in this world is done for; with wrecked health and lessened capacity for work, he gives in to other temptations as they come to his weakened character, ,and he descends to meanness and crime since he no longer has any hold over himself. He sinks lower into a sodden existence as a waster and outcaste, till death comes and puts him out." Fortunately in India both Hinduism and Islam are dead against indulgence in crime. The upper classes have been teetotallers till recent years. The Indian Youth thus start without the millstone of the drinking habit round the neck.

A young man should set his face against other self-indulgences as well. He should not smoke. If a boy smokes his heart becomes weak. The Chief Scout says well: " No boy begins to smoke because he likes it; he hates it at first but he does it out of swank, in order to work manly as he thinks, whereas really he only looks a little ass." Another well-wisher says: " More than half the present-day discontent, laziness and unmanliness on the part of our young workers is caused by excessive smoking, especially of cigarettes. This is what the country is suffering from at the present time, and causes nearly all the unemployment among the young workers ".

Every young man must have reverence for women. The novels which he reads and the cinemas and dramas which he sees are sure to make him regard girls with passion's eyes. His best guard is his spirit of Brahmacharya or continence. Every youngman should regard and

treat his manhood as a sacred trust. Women are like flowers. If a young man plucks a flower from the stem where it grew in beauty and perfume and smells it and throws it off he is a cad. *His manliness is* given to him to reproduce the race and bring up noble children for the greater happiness of man and the greater glory of God. No young man should tell or hear smutty stories or look at lewd pictures. The best remedy for temptation is work. The Chief Scout says: "If you carry out Rovering, you will find lots to do in the way of hiking and enjoyment of the out-of-door and manly activities. To get rid of the bad you must put in something good in its place". If a young man goes wrong in matters of sex he is likely to contract venereal disease and become a wreck and what is worse a source of infection.

There is therefore the utmost need for reverence for womanhood. That is the teaching of all religions. The Hindu religion asks us to regard every woman as a ray from the glory of the Divine Mother. The Western idea of chivalry as a vital aspect of Knight-arrantry is a very noble and valuable idea. The Knights were bound by oath to protect women and children. It is this very idea that is implied in the much abused Hindu idea of feminine dependence. We are all likely to be chivalrous in respect of fair and youthful and lovely maidens. But the objective of chivalry applies to young girls and old women as well. The Chief Scout says: "A man without chivalry is no man ..... Chivalry like other points of character, must be developed by thought and practice, but when gained it puts a man on a new footing and a higher one with himself and with the world. To be chivalrous he must put a woman on a pedestal, and see all that is best in her, he must also have sympathy for the weaker folk, the aged and the crippled; and he must give protection to the little ones".

Every young man should not merely refrain from yielding to temptations but should keep healthy and strong. He must have thorough cleanliness. He must have plenty of fresh air and learn the art of rhythmic breathing and control and retention of breath. This is called *Pranayama* in India. He must carefully attend to his teeth and clean them well and gargle repeatedly after meals. He must take ample exercise and feel quite fit and sound and happy. Nothing is so joyful or health-giving as a weak-end Like. The Chief Scout says: "I know nothing more enjoyable or more cheering and health-giving than a good old tramp every week-end. A knapsack on your back makes you absolutely free and independent. You load it with only the essential things and no luxuries. It is not merely every pound but every ounce of weight that tells on a long march." He refers to the Norwegian ruksack to carry our clothing and a light little tent. The old Indian knapsack is quite as good.

Education in ancient India meant getting up an hour and a half before dawn and relieving nature and cleaning the teeth and. bath in cold water and worship of the sun at the time of sunrise. These acts were regarded as a necessary preliminary to education and became a necessary preliminary to the daily life after dawn all through life. Ruskin says: "Sunrise should mean for us, as for the Greeks, daily restoration to the sense of passionate gladness and of perfect life, the thrilling of new strength through every nerves, the shedding over us of a better peace than the peace of night in the power of dawn." Does sunrise mean all this to us to-day ? Not at all. We hardly ever see the sunrise. We are in bed at that holy time. But it was quite otherwise in ancient India.

It is the duty and the privilege and the happiness of youth to choose and stick to a suitable profession. No man should be a drag on others. After he enters a profession he should cultivate habits of thrift. He should remember the wise and true proverb: "Take care of the pence and the pounds will take care of themselves." Even if he could afford to spend away all what he earns, he ought not to do so. As the chief scout says well: "You can't afford to spend money on your own luxuries while there are people around you wanting the necessaries of life." Thrift is quite different from sordid meanness and miserliness.

It is also necessary for a young man to cultivate a hobby or hobbies early in life. Gardening is a very attractive and health giving hobby. In towns and cities we can take to music, painting, sculpture and poetry and drama. In fact there are thousands of hobbies to choose from. Some of them will even bring money but all are sure to bring pleasure. They have other uses as well. The Chief Scout says: "A man with hobbies never has time to waste, time never hangs heavy on his hands, and he is not easily dragged away to other attractions that are boosted in the press Hobbies are a safeguard to him. Hobbies and handcraft lead to skill, for a man who puts his whole thought and spare energy into making things cannot help developing a considerable amount of perfection in his work; and where the mind is applied to the hand, imagination and resource step in, and from hobby work a man often goes on to be an inventor."

There are other lessons also for the youngman. He should not indulge in over-work or over-eating or over-sleeping. All this will drain away his energy. He should never swear or use vile or abusive language. He should have self-control as well as self-respect. He must be truthful as well as courteous. He should be loyal as well as independent. He must think for himself and must not be led away by plausible talkers. He must acquire the power of judging things well after weighing the

pros and cons of a question. He must never allow himself to be drawn into revolutions but should choose the path of evolution and peaceful progress. He must combine individual freedom and passion for social good. He must at the same time have the saving grace of honour. Otherwise he would become a prig and a snob. He must avoid flippancy and cynicism and conceit. He must be kind and courteous to all. More than anything else he should have deep love of his motherland and a passion for serving the public, in all possible ways and have at the same time a sincere love of humanity as a whole. It is because of such cultivation of an international outlook that Scouting has been well called as a Junior League of Nations.

This is not all. The young man must have a deep reverence for God and a passionate devotion towards God. Just as we need air for the life of the body so we need prayer for the life of the spirit. Let no one quarrel in the name of the various religions of the world. All of them describe God as Love and say that we can attain Him only by Love. How then can quarrel or abuse or hate be in place if God is Love and if we can reach Him only by love and devotion. We cannot love God if we hate his children. Nor will He love us if we hate his children. We must love Nature as well if we wish to love God. The Koran says well; " Seest thou not that all in the heavens and all on the earth serveth God; the sun, the moon, the stars and the mountains and the trees and the beasts and many men." The Bible says: " Consider the lilies of the field. They toil not, neither do they spin; yet even Solomon in all his glory was not arranged like one of these." The Gita says: " Know that the radiance which residing in the Sun illuminates the world and which resides in the moon and the fire is my glory. I enter the earth and support all living beings in my power. I having become the moon which is the sould of the elixir of life bring medicinal herbs to life. I enter the bodies of living beings as the principle of life and render assimilable the taken food. I am seated in the hearts of all."

(To be continued)

SAFE USE OF STOVES AND LAMPS

BY

MR. A. S. TROLIP,

Honorary Joint General Secretary,

The Safety First Association of India, Electric House, Fort, Bombay.

The principal means employed in this country for cooking and heating are firewood, charcoal segrees and Primus Stoves. Gas and Electricity are in use in the larger towns. Electricity is rapidly finding its way into even the smaller villages and, in view of its special importance, a special article will be devoted to the proper use of this most convenient source of heat and light.

For lighting purposes candles, hurricane lamps, oil lamps and Petromax Lamps and electric light are generally used.

The use of each of these methods has its dangers. They are all dependent upon efficient performance.

CANDLES

1. Use a candlestick that will not overturn easily, and in which the candle fits snugly.
2. Never stick candles in bottles or on boards.
3. Keep candles out of drafts and away from curtains or other things that catch fire easily.
4. Do not carry a lighted candle into a clothes closet.

LAMPS AND LANTERNS

1. Keep all parts of lamps and lanterns clean. This includes burners which should be boiled in a solution of soda or strong soap suds occasionally.
2. Keep petrol lamps and special process kerosene lamps in good working order.
3. Fill lamps and lanterns only in daylight, and see that cap and burner are tightly screwed in place.
4. Use lamps and lanterns with good bases so they will not tip over easily, and set them where they are not likely to get knocked over.
5. Do not set a lamp near curtains or other things that catch fire easily.

6. Do not leave a burning lamp unwatched for a long period, and do not leave the house without putting out all lamps.

7. A flashlight or battery lantern is safer for use on a farm than a kerosene lantern.

8. In reading or working by lamps see that you avoid shadows and glare so as not to strain your eyes.

OIL PRESSURE STOVES AND LAMPS

The Primus Stove, Petromax lamp and the blow lamp used by mechanics, are based on the same principle, *viz.*, paraffin or petrol vapour under pressure passes through a fine, heated nozzle. This process converts the paraffin or petrol into a very fine spray of gas which then burns, giving either heat or light according to the design of the burner.

The dangers arising from the use of these appliances are due to imperfect handling, improper maintenance and proximity of clothes and hangings to the lamp or stove. In view of the large number of accidents which take place, it is advisable to devote some consideration to them.

The handling of these stoves should be learnt under the instruction of a competent teacher. The essentials are :—

1. The lamp or stove should be properly cleaned and maintained, *i.e.*, joints tight, the nozzle carefully cleaned with the special needle provided for that purpose ; the burner wiped clean. If a pressure gauge is provided this should be kept in working order.

From time to time the lamp or stove should be examined by a competent mechanic and any worn parts replaced.

2. The oil container should be filled to less than 3/4ths full with clean oil, the remaining space is needed for the air that has to be pumped into it, to create the pressure that is necessary to force the air through the nozzle.

3. The air valve should be opened.

4. The stove or lamp should be placed on a strong table or cement covered platform at least 3 feet high (away from any draft or hangings).

Under no circumstances should a stove or lamp be placed on the floor, for the greater height of the body in relation to the stove or lamp places the flimsy clothing, ordinarily worn, in such a position that it can easily take fire from close contact with the flame.

Under no circumstances should a stove or lamp be placed under a shelf, as, if it is placed in this position, there is a possibility of clothes coming in contact with the flame, when it is necessary to reach for something on the shelf.

5. The burner should be heated by good methylated spirits. A variety that does not soot is essential, for soot is a non-conductor of heat, and its presence on the burner will prevent the nozzle becoming sufficiently heated to vaporise the kerosene. Kerosene should not be used for this purpose.

6. When the nozzle is fully heated, the air valve should be closed and then only should air be pumped in. This should be done gently—not briskly. If the nozzle has been sufficiently heated, the spray of kerosene will become ignited and burn with a reddish yellow flame.

7. In order to maintain the flame or light, the air pressure has to be kept up. This should never exceed 4 to 6 full strokes of the Air Plunger in stoves; in lamps the pointer indicating the pressure should never pass the red line in the gauge.

LIGHTING A FIRE: FIREWOOD AND COAL

Kerosene is sometimes used for lighting fires. This is not a good practice, but is sometimes necessary with wet wood or coal of a low volatile quality which does not ignite readily. The following method may be used: Soak a rag in kerosene, place it within the firewood or coal and then light it.

Never pour kerosene on a lighted fire, it is positively a dangerous practice.

CHOPPING FIREWOOD

In chopping wood for the fire: (1) see that you use an axe having a well fitting head with a sharp cutting edge; (2) in cutting place a block of wood between you and the piece being cut, to act as a safety barrier in case the axe slips.

CHARCOAL SEGREES

Always light and use these on raised platforms 3 feet in height. Always have at least two openings in the room. Open windows or doors whilst using.

GAS STOVES

Gas taps should never be handled by children. See that the gas taps are tight. Keep the stove clean. Keep the kitchen well ventilated.

ELECTRIC STOVES

Never allow children to operate the switches. Never handle them yourself with wet hands. Keep the stove clean. See that the earth wire earthing the frame of the stove is properly maintained and that the connections are secure.

SAFEGUARDS

In addition to the position of the lamp or stove it is necessary to exercise care in the selection of clothing for use during the lighting of stoves and lamps and whilst cooking. Loose or flimsy clothing should be avoided.

Children. Burns are of all too common occurrence among infants. They should be prevented by keeping babies and very young children away from stoves, open fires and gas or electric heaters. Keep them in a crib or in a play pen, at a safe distance from any heater. Never bathe them close to a stove, as tragic accidents have been caused by overturned kettles of hot water. As soon as children are old enough to understand they should be taught not to go near any " burning " thing they see.

Clothing is a very important factor, and flimsy clothing, sarees, etc., are most unsuitable for wear when cooking; heavier sarees or close fitting clothes should be worn during cooking operations.

Fire Guards. Always use a fire guard. Attach it firmly to the wall or grade to prevent any mishap.

The fire or stove should be placed on a steel plate or concrete base. This will prevent the hot ashes, etc., from burning the floor. If the floor is a wooden one, this precaution is of course essential.

The guarding of fires is of special importance when there are children about. In England, if a child under 7 years of age is allowed to be in a room with an open fire grate insufficiently protected against risk of burning or scalding, the parents are liable to be convicted for cruelty.

An efficient guard for enclosing the flames of a Primus stove and which has the approval of The Safety First Association can be obtained from Mr. Fakirji K. Badshaw, 613, Dinshaw Building, Parsi Colony, Dadar, Bombay. This guard will prevent damage occurring from clothing, etc., coming into contact with the flames.

Removing a Cooking Vessel from a Fire. Never remove any cooking vessel from a fire with the aid of the saree; this is a most prolific cause of burns. Have at hand a piece of heavy damp cloth and use it for this purpose. Handles fitted to the cooking vessels are even better.

Airing and Drying Clothes. Use care, when placing clothes to dry or air, to see that the fire is far enough away to prevent the clothes from burning. Place the clothes on something secure—the clothes horse or sigaree basket is the proper appliance.

Inflammable materials such as Flannelette or Winceyette, Celluloid, etc., should never be placed near a fire. They burn very quickly.

Hot Liquids. Scalds are common among children and are due to:—

1. Interfering with the kettle or pots of food that are being cooked.

2. Walking by stoves or sigarees and knocking the contents over by coming into contact with the handles. Always turn saucepan handles and kettle spouts inwards.

3. Pulling vessels containing hot liquids, *e.g.*, tea pot, cup of tea, shaving mug. This is frequently done by a child pulling the edge of a table cloth.

GASES

When fuel burns carbon-dioxide in varying quantities, according to the efficiency of the combustion, is formed. This is a harmless gas, but in situations where there is an insufficient supply of air, the dangerous carbon-monoxide is formed. Such situations are: A sigaree burning in a closed-up room; a motor-car engine running in a closed garage; the burning of lime and bricks; water heaters (gas, oil or coal) burning in a closed room. The cause of formation is generally speaking due to insufficiency of air, and the faulty adjustments of burners. The remedy is therefore simple: Adjust the burners, and always have two openings in a room, one for the exit of air and one for entrance; this will allow of the air to circulate.

If a bath room has no windows and its door has to be closed at the time of taking a bath, care should be taken to see that the boiler, in which the water for the bath is heated, is *NOT* still burning. Neglect of this precaution has caused many deaths from carbon monoxide poisoning.

CARBON MONOXIDE POISONING

This gas is poisonous if breathed. It has little or no smell.

Symptoms. The first symptoms are giddiness, weakness in the legs and palpitation of the heart.

If any one feels these he should at once move into *fresh warm* air when he will quickly recover if slightly affected. He should avoid exposure to cold. Any exertion is harmful.

First Aid. Remove the patient into fresh warm air.

Begin artificial breathing at once, if the patient is insensible, and continue it for at least half an hour, or until natural breathing returns.

Send for the doctor.

HOW TO PUT OUT CLOTHING ON FIRE

1. Since running fans the flames, it is important to make all movements slowly.

2. If possible, wrap yourself in some heavy material such as a crapet, blanket, rug, woollen coat, etc., in order to stifle the flames by reducing the supply of air.

3. If there is nothing to wrap yourself in, drop to the floor and roll over slowly to put out the flames.

Protect your face by resting it in the recess formed by placing your left hand on your right shoulder and your right hand on your left shoulder.

4. As some of the gases produced by fire are highly toxic, it is important not to inhale any of the gases.

5. If there is water at hand, douse yourself with it and roll in the spilled water on the floor.

6. If the clothing of another person takes fire, use similar measures. It may be necessary to trip him or force him to lie down so that you can roll him. Then, if water is available, it can be applied at once.

BURNS

In cases of burns, apply freely a solution of freshly prepared tea, very strong, which has been cooled to body temperature.

Keep the burns uncovered if possible until the doctor comes or until the child or person can be taken to a hospital. If it is absolutely necessary to cover the burns, such as for taking a baby to hospital in cold weather, use linen, if possible, soaked in tea. Never use absorbent cotton (raw cotton) on a burn.

REORGANISATION OF EDUCATION

Proposals of the Government of Madras (*No.* 277 *of* 26-6-37).

Introduction.—The Government feel that the time is ripe for a pronouncement on their general policy in regard to the main branches and grades of education. In recent years in all provinces and administrations in India the question of a change of outlook in educational policy and the question of the improvement of the system of education, particularly the system of primary education, have been receiving the most earnest attention. The Government of India have themselves felt that the progress of education has become so fundamentally important that a united effort should be made with the close co-operation of leading educationalists in all provinces to frame a new policy of educational advancement at all stages and particularly to increase the rate of progress in the spread of mass education and of literacy. To this end, in 1935, the Government of India reconstituted the Central Advisory Board of Education which had been held in abeyance for reasons of retrenchment but which the Auxiliary Committee of the Indian Statutory Commission had strongly recommended should be reconstituted. Even before the reconstitution of the Central Advisory Board of Education almost all provinces in India had set up independent enquiries regarding the progress made in the various branches of education and regarding the best policy to be adopted for the improvement of education generally. In addition to these local enquiries, the Auxiliary Committee of the Indian Statutory Commission, though primarily appointed to enquire into the state of education in India in relation to an extension of the franchise, took the opportunity, the first opportunity afforded since the Hunter Committee of 1882, to survey the whole field of education. The report of this Committee published in 1929 formed an important document for the consideration of all Provincial Governments. Amongst its many findings the report of the committee drew prominent attention to the ineffectiveness of a large portion of the total expenditure on education, particularly in the sphere of mass education. Since then nearly all the provinces and administrations in India have been attempting to formulate a policy for mass education which will result in the more rapid production of literates and in the reduction of wasteful expenditure and wastage of material. The Auxiliary Committee of the Indian Statutory Commission also drew prominent attention to two other disquieting features of the state of education in India. They were the large numbers of unfit candidates which were finding their way into the colleges and higher educational institutions and the lack of flexibility in the system of secondary education. The latter feature, in the opinion of the Committee, was largely responsible for the absence of a diversion of pupils from purely arts courses into vocational courses and for the difficult and uneconomic position created by the existence of so large a number of educated unemployed. In the last few years much attention and much discussion has been focussed on these disquieting features and in this province Government have set up special committees and have ordered special enquiries to be undertaken. As a result, Government have considered a number of special reports including the report of the Committee on the reorganization of Secondary Education, the report on the progress of Elementary Education, the report of the Committee on the reorganization of higher elementary education, the report on the financing of Secondary Education, the report

of the Unemployment Committee, the report of the Physical Education Committee, the Muslim Education Committee's report, the report on the development of Women's Education, the Champion Report and the report on Agricultural bias in Middle Schools. Quite recently also the Education Committee of the Provincial Economic Council submitted an important report on mass education. Although Government have taken from time to time what appeared to be the most suitable action on these enquiries and reports, no general statement of the policy of Government in regard to the many problems facing educationalists in the Presidency of Madras has hitherto been issued. The Government, therefore, feel that the time has now come to publish for public information, and for constructive criticism and suggestion, a clear statement of the present position in each branch of education and of the objectives which Government believe should be aimed at in each branch and an enumeration of the manner in which Government hope over a period of time to reach those objectives. It is not their intention that the proposals made in this resolution should be regarded as unalterable. In the light of changing conditions or in the light of helpful and responsible criticism changes may have to be made. It is, however, the intention of Government that they should form the basis not merely for discussion but for an attempt both to see more clearly the direction in which the various grades of education are progressing and for the formulation of a sound policy to obtain more satisfactory results and to eliminate waste of money and of material. The Government fully realize that the Government and the Education department cannot alone hope to bring about either the far-reaching changes suggested in this resolution or the rapid improvement which they hope will occur as the result of these changes without the co-operation of university authorities, local boards, large educational organizations, private managements, etc. The Government sincerely hope, however, that the resolution which reviews the position of education in this province will be helpful in giving a definite lead to all those who are working in the field of education and to all those who may be feeling that the present rate of progress and even the present structure of the educational system are not as satisfactory as they might be.

Mass education.—The primary object of the State in providing a system of elementary education is to ensure that the masses of the country are gradually made permanently literate. A limited number of children are made permanently literate in secondary schools, special schools at home or by institutions not recognized by or provided by the State ; but the elementary school system, approved and controlled by the State, is the main channel through which it can be expected that in course of time the whole population will be made literate. Looking back over a period of thirty years in this province it will be seen that there have been very considerable developments in the field of elementary education. There has been a large increase in total expenditure, a large increase in the total number of students enrolled and a large increase in the number of schools provided. In 1905-06 the total enrolment in the first five standards of elementary schools for both boys and girls was 711,674, in 1934-35 the total enrolment was 2,715,005 ; in 1905-06 the total expenditure from all sources on elementary schools was Rs. 28.50 lakhs ; the corresponding figure for 1934-35 was Rs. 235.41 lakhs. In 1905-06 the total number of elementary schools for boys and girls was 21,399 ; in 1934-35 the figure was 49,123. In addition to these large statistical increases Government have passed legislation for the introduction of compulsion and have introduced compulsion in a number of

areas, particularly municipal areas. Government have also by legislation insisted on the raising of an educational cess to be used, with its equivalent Government contribution, by local boards, for the furtherance of elementary education. Government have in addition considerably increased the provision for the training of teachers and the percentage of untrained teachers working in elementary schools has fallen from 73.91 in 1905-06 to 30.33 in 1934-35. Viewed from these aspects it would appear as if progress had been satisfactory. A careful analysis of the existing position, particularly of the relationship between the strength of elementary school standards and the increase in literacy of the population, reveals however the fact that, while it is satisfactory that there has been a very large increase in the enrolment of elementary schools, the large increases have not resulted in anything like a proportionate increase in the duration of school life and consequently in the production of permanent literates. The figures for literacy for the last three censuses show that the rate of increase in the percentage of the literates of the population is moving extremely slowly. The increase in the percentage of male literates only increased by 1.4 per cent in the decade 1911-21 and only increased by 0.9 per cent in the decade 1921-31. The increases in the percentages of female literates were only 0.8 for the decade 1911-21 and only 0.5 for the decade 1921-31. It will be seen that actually the rate of increase has fallen between 1921 and 1931. It seems obvious that in spite of all that has been accomplished in the field of mass education there is little relationship between increased total enrolment and the production of literates from the elementary school system. While there has been an increase of over two million pupils in total enrolment in the first five standards during the last thirty years, the increases in the percentage of literates to the total population have only been fractional. Since the 1911 census the increase in the total number of male literates has only been 900,000 and the increase in the female literates only 329,000. It is not difficult to explain the causes for these facts. The main difficulty which has always faced the Education department is the difficulty of retaining children in school long enough to make them permanently literate and the large increases in expenditure, total number of pupils and total number of schools have not succeeded in increasing the duration of school life. In fact, viewed in terms of percentages, the huge increase in enrolment, particularly in the I standard, has resulted in a decrease in the percentage of the number of pupils in the V standard to the number in the I standard. While it is satisfactory that the total number of pupils reading in the V standard, for example, has risen from 45,522 to 118,477, it is equally disquieting that these figures should form a smaller percentage of the total enrolment in the I standard than was the case thirty years ago. Similarly, the percentage of pupils admitted into the I standard in 1905-06 who reappeared in the V standard in 1909-10 is considerably higher than the percentage of pupils admitted into the I standard in 1930-31 who reappeared five years later in standard V. In technical language "wastage" and "stagnation" have not only continued but increased and Government have seriously to consider what steps should now be taken to prevent what, from a financial point of view, is in reality an ineffective expenditure of very large sums of public money. It may be safely stated, as was indicated in the Report of the Auxiliary Committee of the Indian Statutory Commission, that with rare exceptions money spent on the education of children who do not proceed beyond the III standard is almost totally wasted and from the figures given it is not difficult to calculate what large sums of money have been spent almost without any return to the State. Actual figures for the five years 1930-31 to 1934-35 show that out of 1,369,833 pupils enrolled in the

I standard in 1930-31 only 303,931 survived to the IV standard in 1933-34 and only 118,477 survived to the V standard in 1934-35. The wastage between standards I and II still remains enormous. Out of 1,369,833 pupils enrolled in the I standard in 1930-31 only 527,414 were found in standard II in the following year, there being a drop of 850,000 pupils between I and II standards in one year.

Apart from the reluctance of certain classes of parents to keep their children in school and the economic necessity for many children, particularly of the poorer classes, to be occupied in domestic, agricultural and industrial work, the Government believe that the main reason for the abnormal wastage in elementary schools lies in the schools themselves. Large numbers of schools do not by their structure provide for a complete primary course and many such schools have remained incomplete and ineffective for a long period of time. In addition, there are many schools which, by reason of their uneconomic strength, their incompleteness and the adequacy of the other school provision in the local area, do not deserve to continue in existence. Further, a very large proportion of the total number of schools are single-teacher schools in which obviously one teacher engaging several standards and sections of standards cannot, unassisted and inadequately supervised, be expected to give proper education and adequate instruction to the pupils in his charge. This applies particularly in the case of the large number of very young children in the lowest standards amongst whom there is the greatest tendency to wastage and stagnation and for whom a whole-time well-equipped teacher, preferably a well-trained woman teacher, is an absolute necessity. Large numbers of under-aged pupils attend the I standard occupying much needed school places and using the school practically as a crèche. This greatly handicaps the work of the I standard and Government have decided to exclude all boys of under 5½ and all girls of under 5 from school, except in the case of kindergarten, nursery or model schools. Although in recent years Government have made serious endeavours to procure more trained and more highly qualified teachers, many schools, particularly aided schools, still employ unqualified and untrained teachers. The limited capacity of these teachers makes it impossible for them to ensure that the pupils in their charge move rapidly up the elementary school course and emerge as permanent literates. The existence of so many incomplete, under-staffed and improperly equipped schools has resulted not only in high wastage but in stagnation as the result of which pupils even when they are successfully retained in school remain in the lowest standards for a number of years and never secure any education of real value. The incomplete structure of lower elementary schools is revealed in the following figures. Out of a total of 42,574 lower elementary schools, only 7,159 are complete schools with 5 standards, 27,142 have only 4 standards, 6,147 have only 3 standards, 1,757 have only 2 standards and 369 have only 1 standard. Had these schools adequate staffs, even though they were incomplete in structure better education and less wastage might have been obtained, but out of the total number of lower elementary schools as many as 18,639 schools have only one teacher. Of this total 284 are 5 standard schools, 12,714 are 4 standard schools, 4,046 are 3 standard schools and 1,295 are 2 standard schools. The inability of a single teacher to handle these schools satisfactorily is further emphasized when it is remembered that many of the standards in these schools are divided into more than one section. In addition to the impossibility of a single teacher satisfactorily handling a number of classes in complete and incomplete schools, the staff of the remaining schools is in many cases insufficient, as many as 1,891 schools with 5

standards having only two teachers and as many as 9,537 schools with 4 standards having only two teachers. The inefficiency of many uneconomic schools is illustrated by the fact that of the total number of lower elementary schools as many as 11,819 are working with less than thirty pupils on the rolls and a much smaller number than that in actual attendance. The following figures reveal the extent to which there is still need for improving the quality of the staff in elementary schools. There are in boys' and girls' elementary schools at present as many as 33,630 untrained teachers of which as many as 13,822 are untrained teachers of which as many as 13,822 are untrained teachers of the lower elementary grade. Although Government have initiated the policy of eliminating the lower elementary teacher altogether, there are still, in boys' and girls' elementary schools, as many as 32,095 trained teachers of the lower elementary grade.

Taking all things into consideration, Government feel strongly that the most urgent need in mass education at the moment is to eliminate ineffective and inefficient schools and to build up in their places a system of complete, economically well-filled, well-staffed, five standard primary schools; schools which in effect, by their structure and equipment, should give manifest assurances of adding to the literacy of the population. To this end Government have recently taken steps to see that in future and after a due warning grant-in-aid and subsidies are given only for the maintenance of (1) complete and properly staffed schools, (2) feeder schools capable of proving that they are regularly passing on their pupils to the higher standards of complete schools, and (3) single-teacher or two-teacher schools in isolated areas where the children of school-age are few in number and where plural class teaching must necessarily be adopted. Government have also taken steps to prohibit as early as possible the employment of inadequately qualified and untrained teachers. Government, however, recognize that even a qualified and trained teacher cannot obtain the best results if his conditions of service are unsatisfactory, his pay inadequate and irregular and his status insufficiently recognized. They have, therefore, undertaken an enquiry into the conditions of service of teachers in elementary schools and have recently devised means for gradually securing suitable improvements in the conditions of service of the elementary school teacher.

Government further consider that one of the causes of unsatisfactory progress is the unsuitability of the curriculum in elementary schools and the absence in many cases of proper methods of teaching. The scheme of studies for elementary schools is not sufficiently related to the life and surroundings of both parents and pupils. This is particularly so in the case of rural elementary schools. If the village school is to be of real value to the village children and to the surrounding rural life generally the teaching imparted in the school must be directly related to the realities of life in its environment. The stereotyped methods now generally employed by schoolmasters, many of whom do not belong to rural areas, tend to make study in the school something foreign and extraneous and therefore something difficult and uninteresting to the majority of the pupils. The teaching of nature study, for example, from a text-book without its being in any way related to the actual life in and around the school is of no practical value. There is little or no training in the powers of observation, hardly any practical work, and no interest is taken in gardening. The teacher usually tends to divorce the pupil from village life and hereditary occupations rather than help to train up better villagers. The unsuitability of the present curriculum is also evinced by the fact that the most

important subjects such as hygiene, civics and practical instruction are now only optional subjects. The reorganization of the courses of study in elementary schools naturally necessitates a reorganization of the work done in the training schools. What is especially required is that educated villagers should be trained in rural bias so as to make the imparting of knowledge a living thing in relation to every day happenings in village life. In this connexion Government believe that it is probable that the project method of teaching in elementary schools is the best suited, particularly for rural schools. In order to frame a curriculum more suitable for elementary schools, Government have recently set up a special committee competent to draft detailed syllabuses for each standard of elementary schools. Formal and uninspiring teaching from text-books has been partly caused by the use of an excessive number of text-books and Government have recently passed orders largely reducing the number of text-books permitted to be used in elementary schools. In order to ensure a greater correlation between the training course in training schools and the work, particularly of the village teacher, Government have also ordered that the courses in training schools should be fundamentally revised.

Government further consider that one of the reasons why the village teacher is unable to adopt suitable methods of teaching and also unable to make the village school function as the centre point of rural reconstruction work, is that the teacher, trained long ago probably in antiquated methods, does not receive any further instruction in up-to-date methods throughout his service. They therefore propose at an early date to institute a widespread system of refresher courses in training for elementary school teachers.

As already indicated, there are large numbers of elementary schools whose working is unsatisfactory and in consequence of which much of the money spent upon them can only be regarded as waste. There is a wide difference between the reported number on the rolls of many schools and the reported number in daily attendance. If this is so as shown in the actual reports from the schools themselves, there is unfortunately every reason to believe that the actual difference in daily practice is much larger than what is reported. There is also every reason to believe that many of the schools work very irregularly. Owing to inadequate supervision, schools, particularly those in rural areas, have little fear of a surprise visit or other visits on more than one or two days in the year. This must necessarily result in the schools, if they are not under well-organized managements, being irregular in their working and some cases actually bogus in their existence. Government have recognized the need, therefore, for a strong inspectorate. In order to strengthen the inspectorate during times of rapid development, Government adopted the policy of having a District Educational Officer for every district of the Presidency. Government also appointed a number of Junior Deputy Inspectors and recently agreed to the appointment of a Special Deputy Director for Elementary Education. Government have, however, found in practice that even the adoption of these measures has not been sufficient to ensure adequate supervision, more frequent visits to schools and the prevention of waste of public funds. District Educational Officers, Deputy Inspectors of Schools and Junior Deputy Inspectors, Inspectresses of Girls' Schools and Sub-Assistant Inspectresses are concerned with the routine work of and the inspection of over 50,000 institutions in this Presidency and the Special Deputy Director for Elementary Education is concerned with the administration and control of the whole mass education in all its

aspects throughout the Presidency. It is not, therefore, surprising that there is still need for more adequate supervision and control. The total expenditure on primary education in this province amounts to Rs. 2.35 crores, of which Rs. 1.37 crores are met from Government funds and Rs. 53.47 lakhs are met from local body funds. The total amount spent by Government on the inspecting agency for all Indian schools is approximately Rs. 16.7 lakhs or only 7.1 per cent of the total expenditure on elementary education and the total amount spent by Government on inspection and administration of all classes of educational institutions in the province amounts to only Rs. 18.92 lakhs or 7.5 per cent of the total Government expenditure on education. In consideration of the fact that such very large sums of money are being spent on elementary schools and that such a large percentage, over 50 per cent of the total Government expenditure on education, is spent on elementary schools and in view also of the fact that the figures given in this resolution indicate large waste of public funds owing to the ineffectiveness of much of the education imparted, Government have decided that sound policy dictates that a further strengthening of the inspectorate should be undertaken without delay. Under existing conditions it has been found that in most areas large numbers of schools can only be visited for a formal inspection once in the year and that even assuming greater efforts are put forth no schools other than the schools located in headquarters or large urban centres can in any case be visited more than twice a year. This the Government consider to be wholly inadequate supervision. Government have, therefore, sanctioned the appointment of a considerably increased number of Junior Deputy Inspectors with a view to ensuring that all elementary schools are more frequently visited and their work more adequately supervised. At the same time Government appreciate the need for strengthening also the superior controlling establishment. The working of District Educational Councils and the working of local bodies in relation to elementary education needs in Government's view greater supervision and control than the Director of Public Instruction and his head office staff can at present exercise. Government have, therefore, sanctioned the appointment of four Divisional Inspectors as recommended in "the Report on the Development of Elementary Education of the Madras Presidency, with proposals for the reorganization of the controlling Agencies" submitted to Government as the result of a survey made by an officer placed on special duty for the purpose.

While agreeing to increase the inspectorate, Government feel that other agencies also should be utilized to counteract the existence of bogus schools and the irregular working of lower elementary schools. To this end, other departments interested in rural welfare and represented on the District Economic Councils have been asked to encourage their subordinate officers to visit elementary schools. The Revenue department in particular have been asked to co-operate and by enlisting the aid of village headmen Government hope that much improvement may take place.

Compulsion. The Government as far back as the year 1920 legislated by an Elementary Education Act for the introduction of compulsion under certain conditions for both boys and girls and compulsion has since been introduced in 32 municipalities and in 7 rural areas. In 1934 Government again introduced legislation so as to amend the Act of 1920 to enable them to take steps not only to introduce compulsion generally for all children of school-age but to compel a parent who had once admitted his child to school to continue that child in

school until the child had completed the elementary course or had passed out of the age-limit for compulsion. An examination of the statistics for the existing compulsory areas indicates that the success or failure of compulsion has considerably varied in the different localities in which it has been operating, but statistics clearly reveal that in no area has the application of compulsion succeeded in eliminating wastage or in obtaining a proper distribution of pupils between standard and standard. After a careful investigation Government have come to the conclusion that in many cases insufficient preparation for the introduction of compulsion was made by way of the provision of the required number of school places, the provision of adequate staff and equipment and more particularly the provision of complete five standards schools. Government now feel that the improvement of the schools generally as indicated in the earlier chapters of this resolution is of more immediate importance than a rapid extension of compulsion and in any case they feel strongly that the provision of complete, properly staffed and adequately accommodated schools must in every case in future be an essential precursor to the introduction of compulsion. To start compulsion in any local area without having a sufficient number of school places, without having schools with complete structure of five standards and without having adequate staff and equipment must necessarily render the proper working of the scheme impossible. In several areas where compulsion has been working the arrangements made for legally applying compulsion have been altogether inadequate, but it is obvious that even if rigid legal steps are taken there is not much gained by compelling children to attend schools which are not so organized as to be able to give them a complete primary school course and turn them out as permanent literates. When however steps have been taken as indicated in this resolution to improve and build up the average elementary school, Government are prepared to adopt the policy of gradually extending compulsion in the presidency with adequate provision in the rules for making sure that compulsion will be legally enforced. Government, however, are not satisfied that under present conditions compulsion is being applied to the areas in which there is the greatest difficulty in attracting children to school and retaining them in the school. Most of the existing schemes of compulsion are applied to municipal areas and an examination of the figures for school attendance and literacy show that it is in the rural areas particularly, in which are located groups of backward and depressed class communities, that the enforcement of compulsion is likely to be the only ultimate means of ensuring that children in those areas actually attend and remain at school for the full primary course. Government consider therefore that future schemes for compulsion should include a much larger extension of compulsion in rural areas. Similarly Government consider that with any extension of compulsion the position of girls should necessarily as a matter of broad policy receive greater attention than it has received in the past. The wide divergence between the literacy figures for women and the literacy figures for men and the equally wide divergence between the figures in the number of girls reading in the IV and V standards of elementary schools compared with the corresponding figures for boys, indicate, in the opinion of Government, that schemes for the compulsion of girls are at the moment even more important than schemes for the compulsion of boys. Government realize also in this connection that from a much wider point of view the education of women in India is today more important than the education of men since it has been acknowledged that if the mother in the home is educated there is far more likelihood of the more rapid spread of education amongst the children of both sexes. Government fur-

ther attach considerable importance to another aspect of the application of compulsion. An examination of the age-group figures by standards in elementary schools has revealed the fact that the present age distribution between standard and standard is extremely unsatisfactory, that is to say, that very large numbers of over-aged children are reading in standards the school places of which should normally be occupied by children of lesser age. In a perfect distribution of children of school-age between the standards, children aged between 6 and 7, for example, would be in standard I, children of 7 to 8 in standard II, children of 8 to 9 in standard III, children of 9 to 10 in standard IV, and children of 10 to 11 in standard V. The actual figures for the pupils at present reading in the five standards of elementary schools show that there are over 600,000 pupils aged other than 6 to 7 in standard I, over 300,000 pupils aged other than 7 to 8 in standard II, over 250,000 pupils aged other than 8 to 9 in standard III, over 200,000 pupils aged other than 9 to 10 in standard IV and over 75,000 pupils aged other than 10 to 11 in standard V. The application of compulsion to children so distributed would mean that large numbers of pupils would cease to come under compulsion after reading only in standard I, that large numbers of pupils now in standard I would cease to come under compulsion after reaching standard II and that similarly large numbers of pupils now reading in standard II would cease to come under compulsion after reaching only standard III. Government believe that a surer way of obtaining immediately beneficial results from compulsion would be to compel only all children of the lowest age group to attend school and to continue in school until they pass out of the school-age limits or reach the V standard and then in successive years apply the same form of compulsion until all children of the right age groups are reading in the five standards of elementary schools. Government consider that if compulsion each year is applied only to pupils who can be made literate within the school-age limits and within a five-year period better results will be obtained than by continuing to compel thousands of children to read in school until they have reached the school-age limit who, owing to the age at which they started and the low standard to which they can possibly reach within the age-limit, have no hope of being made permanently literate. Government have therefore under contemplation a further modification in the light of these facts of the method of compulsion statutorily permitted by the Elementary Education Amending Act of 1934.

Higher Elementary Education.—The system of higher elementary schools set up in this province was originally intended to be a post-primary course with standards VI, VII and VIII, a course more or less complete in itself but making provision for the passage of students in limited numbers into secondary schools. A recent investigation has shown that while the number of students who proceed from higher elementary schools for further study in secondary schools has not largely increased, the schools themselves have in many cases not conformed to the type of school which was in mind when they were set up and this in spite of repeated pronouncements that the schools should be kept distinctive and not gradually become subordinate to the needs of students who desire to pass over into the secondary educational system. The report on the recent investigation shows that large numbers of higher elementary schools are functioning as imitation secondary schools, although their staff and equipment fall far below the requirements of a secondary school. In such schools also the courses of study in many cases are practically the same as the syllabuses and subjects of study in middle schools. Further, many of the existing higher elementary schools functioning as imitations of middle schools are alongside of and in direct rivalry with middle schools. It has also

been shown that in a number of cases schools which were middle schools have been transmuted into higher elementary schools thus coming under rules which require lower standards and which enable in many cases the managements to earn higher grant-in-aid. Government consider the present state of affairs to be unsatisfactory from several points of view. Post-primary elementary schools should have entirely distinctive aims and courses radically different in character from the aims and courses of secondary schools. It is essential, for example, that particularly the schools in rural areas should, like the lower elementary schools, have syllabuses and courses of study which are in keeping with the surrounding area whether agricultural or industrial. Government have, therefore, decided to reorganize the existing higher elementary schools in such a manner as to prohibit them from functioning as imitation middle schools and so as to prevent the existing unnatural rivalry between the higher elementary schools and the secondary schools. In the reorganized schools Government propose to introduce an entirely new curriculum. The proposed changes will stress in particular the desirability of several of the optional subjects under the Elementary Education Act which deal with nature study, hygiene, civics, etc., being transferred to the compulsory group. The new courses now under preparation will include a large amount of pre-vocational instruction and practical work, including gardening work which will be compulsory for all rural schools. The standard of English instruction will be reduced and the standard of vernacular instruction considerably increased. As in the lower elementary schools new methods of instruction including particularly the project method will be experimented with in the lower standards and training in practical work will be insisted upon in the higher standards. The requirements of the re-organized higher elementary schools will necessitate consequential changes in the scheme of work in training schools. These changes will be mainly concerned with the greater importance given to vocational instruction, an improvement in the methods of teaching the vernaculars, instruction in the project method, the revision of the syllabus in nature study so as to make it a more live and applied subject and the provision of suitable gardens for use in practical work in all training schools. In order to make the new course in higher elementary schools complete in itself and in order to give a definite objective for students to complete the course, Government further propose to establish a uniform Elementary School Final Examination at the end of the VIII standard, the examination being conducted for each district or for groups of districts. Government hope that the new courses proposed for higher elementary schools, and in particular the various types of pre-vocational and practical work with which the students will occupy much of their time, will help to make the courses less literary than they are at present and enable a considerable number of students to prepare themselves for various classes of cottage industries and occupations which they may turn to after leaving school. The new courses may in any case enable a student after leaving school to develop a subsidiary occupation if manual labour is to be his main occupation.

District Educational Councils.—Government have recently had under review the working of the District Educational Councils set up by the Madras Elementary Education Act of 1920. In that Act important duties and functions were assigned to District Educational Councils including the grant of recognition to schools, the sanction and disbursement of grants to aided elementary schools and the preparation of schemes for the extension of elementary education. Under the Act District Educational Councils have also to maintain registers of all elementary schools

and the number of elementary school places, to frame estimates for the existing provision for elementary education and of the further provision necessary to place elementary education within the reach of all children of school-age, to maintain registers of all trained and certificated teachers employed in elementary schools, to make proposals for increasing the supply of trained and certificated teachers and to furnish the Director of Public Instruction with a number of annual returns giving accurate statistical information regarding the progress of education in each district. Government have come to the conclusion that with rare exceptions District Educational Councils for varying reasons have been unable to carry out a number of these functions and duties and that the councils have not been altogether successful in the manner of their carrying out the other functions and duties assigned to them. In the matter of granting recognition and disbursing aid many instances have come to the notice of Government of irregularities committed by the District Educational Councils and owing to the difficulty prevailing in persuading the District Educational Councils to follow the legitimate recommendations of the Education Department, Government have already in their Amending Act of 1934 and by rules framed under the Act taken power further to control the actions of the District Educational Councils. Government, however, consider that it is not possible satisfactorily to carry out a uniform, strong and effective policy in regard to the improvement of elementary education for the Presidency as a whole so long as the powers of granting recognition and of awarding aid vest in the District Educational Councils. By the award of grants to undeserving schools, by the award of increased grants to improperly working schools and by the grant of recognition to unsatisfactory or unnecessary schools the District Educational Councils have in many cases ignored the necessity for conserving public funds and have made the carrying out of a wide and sound policy in elementary education extremely difficult or in some cases altogether impossible. Government have, therefore, come to the conclusion that there is no justification for the continuance of the District Educational Councils, as at present constituted. They have in consequence under consideration the reconstitution of District Educational Councils or the substitution in their place of bodies or authorities more fitted to do the important work hitherto assigned to them. Government, however, realize that the reconstitution of the District Educational Councils involving as it does a legislative enactment cannot be undertaken until the Reformed Councils begin to function normally. In the meanwhile, therefore, Government have taken steps, by new rules framed under the Elementary Education Act, to tighten control over the existing District Educational Councils and to lessen the scope for the irregularities in regard to recognition and grant now not infrequently brought to the notice of Government. Government through the District Educational Councils annually distribute a sum of over Rs. 55 lakhs and Government consider that owing to the large waste involved and the ineffectiveness of much of the expenditure it is incumbent upon Government to place greater restrictions on the freedom of action now enjoyed by District Educational Councils. The large sums of Government money distributed by District Educational Councils form, however, only a portion of the large amounts expended by Government on elementary schools and Government are, therefore, simultaneously framing rules which will help to eliminate the waste which is found in the unnecessary maintenance of certain classes of board schools and the irregular working of large numbers of elementary schools under municipal councils and district boards.

Secondary and Higher Education.—The need for a reconstruction of the secondary school system has been recognized all over India and both the Government

of India and the other provinces in India have under consideration large changes in the structure and courses of secondary schools. In this province criticism of the secondary course has mainly taken the form of a strong objection to its domination by university requirements. The Government feel that there is considerable justification for this criticism, since at present there is practically no secondary course complete in itself independent of a preparation for university entrance and leading to vocational training or direct occupation. Government are in general agreement with the recent resolution of the Central Advisory Board of Education in regard to the length of the middle school course and in regard to the need for a bifurcation at the high school stage. Having fully considered the whole position, Government feel that there are three changes of immediate urgency required in the secondary school system.

(1) The alteration and improvement of the general education course at the middle school stage.

(2) The provision of a variety of courses at the high school stage.

(3) A definite restriction of the number of secondary school students preparing for university entrance.

In this connexion Government consider that, as a course of general education preparing both for pre-university classes and for a variety of other post-middle school training, the present middle school course is too short. Government also consider that the present high school course providing as it does little or no alternatives for students who either do not desire to prepare for the university or who are unfitted for higher literary study needs radical alteration. Every education committee of any prominence in recent years in India has recognized the fact that neither the universities in India nor the students attending them are benefited by the increasingly large numbers of students who press their way after repeated failures at the School Final and Intermediate stages into the degree classes. Government have also come to the conclusion that unfortunately the very class of student who is least fitted for higher literary education is the class of student whose parents find the greatest difficulty in financing their children at the university stage. It is economically unsound both for the country and for the individuals concerned that a student whose performance both at school and college proves his lack of capacity to cope with a particular type of higher education and to benefit from it should reduce his family to poverty and should lower his own earning capacity by pressing on through a course for which he is not fitted and which gives him a very slender chance of employment even if he successfully completes the course. Government are aware that any steps taken to restrict admission to higher education will not be popular but they are convinced that the best interests of the country can only be served by facing the problem frankly and if necessary by taking what may be regarded in some quarters as drastic action. Further, Government consider that the waste and tragedy involved in educated unemployment is greater and more distressing at the post-university stage than at any other stage of education. It is well known that large numbers of students who come from families with hereditary earning capacity in what may be termed minor employment become completely unfitted to return to those employments after receiving higher education. Since there is only a limited field for employment of university graduates such students in many cases have lost their potential earning capacity by the time they have passed out of the universities. One of the reasons for the steady upward flow of high school students into the universities is the fact that practically all high schools

in the province prepare for a university matriculation. In the early stages of educational development this was not altogether undesirable since higher education attracted comparatively few students and clerical and professional employment absorbed the products of higher education. To-day, however, the continued existence of a rigid single type of secondary school cannot be justified. In other countries where education has spread rapidly various grades of secondary schools catering to the needs of various classes of pupils with different futures before them have come into existence and Government feel strongly that a similar line of development is now called for in this province. That the universities in India themselves have realized the dangers and difficulties of the present position and the need for reorganization along the lines suggested is made clear by the unanimous resolution of the Universities Conference of 1934 which stated "a practical solution of the problem of unemployment can only be found in a radical readjustment of the present system in schools in such a way that a large number of pupils shall be diverted at the completion of their secondary education either to occupations or to separate vocational institutions. This will enable universities to improve their standard of admission." Taking all things into consideration, Government have come to the conclusion that it is desirable to institute in this province a post-primary four-year middle school course followed on the one hand by a three-year selective pre-university course and on the other hand by bifurcated courses of varying types and length. As a corollary to these proposals Government contemplate the setting up of a public examination at the end of the IV Form. This examination will have a dual function and dual standards. On the results of the examination pupils will be carefully selected for admission into the pre-university classes and pupils will also be selected with a different standard to enter the post-middle school vocational classes. It is thus intended to divert students from progress upwards towards the university considerably before the matriculation stage and to encourage large groups of students to select courses of study not leading to university entrance but preparing for types of employment which do not necessarily require university degrees. The main objection which is likely to be raised against this procedure is the objection that students from backward and poor communities may not find a place in the suggested pre-university classes. In this connexion Government want to make it perfectly clear that no student of whatever community will by reason of poverty alone be prohibited from being selected for pre-university education and Government are anxious that, by a system of scholarships and fee remissions, really clever students from backward and poor communities who show early signs of being able to benefit by higher education should be given the encouragement and opportunity necessary to compete with other students of well-to-do and forward communities. Government, however, consider that there is no justification for encouraging students from poor and backward communities to proceed to the universities when they manifestly do not possess those particular qualities and abilities which are necessary for making the fullest use of higher education. It is fairer to such students and economically sounder to divert them into types of training and types of employment for which they are obviously more fitted.

The setting up of these pre-university classes involves the lengthening of the high school course by one year and Government consider that this can best be achieved by abolishing the existing intermediate classes in the universities, adding the junior intermediate class as the final year of the pre-university high school course and adding the senior intermediate class as the first year of a three-year

degree course. In this connexion Government recommend that the universities should establish their own matriculation examination to select students for university admission at the end of what will become the VII Form of the high school course. Government are aware that much controversy has centred round the question of the removal of intermediate classes from the university course and from the control of the university, but Government have come to the conclusion that the arguments are all in favour of the course which they have suggested. The present junior intermediate course is both from the point of view of the standards attained in it and from the point of view of the average age of the students in it, essentially more a school class than a university class. While the addition of the extra year to the pre-university course is in the opinion of Government by itself essential in their scheme for the reorganization of secondary education, they feel that it is undesirable on other grounds that young and immature students should pass at too early a stage from the comparative discipline of secondary schools to the comparative freedom of university life. The mixing of school boys with older and more mature university students proper is unsatisfactory both from the point of view of university standards and from the point of view of school standards. Government hope that the university authorities will give these proposals the most serious and sympathetic consideration and that they will assist in this essential re-organization of education at the secondary stage by agreeing to the lengthening of the degree courses and the abolition of the intermediate stage as such. If these proposals are accepted, a secondary school pupil anxious to proceed for higher studies will in practice be faced by a public examination at the end of the IV Form, a university examination at the end of the VII Form and a degree examination not earlier than the end of three years' study in a university.

The alternative courses to be provided at the end of the IV Form need careful planning and consideration and Government do not intend within this resolution to give a detailed account of the possibilities in this direction. They may include courses especially designed to meet the needs of those who desire to qualify for the lower clerical and other ranks of Government service and courses especially designed to meet the need of those who seek business openings. Courses in shorthand, type-writing, accountancy, business methods and the like would thus find a place. They may also include vocational courses in agriculture, industrial arts, woodwork, metal-work, etc. The alternative courses to be offered need not necessarily be opened in the high schools themselves, but may also be offered in post-middle special schools, trade schools, technical schools, commercial schools, agricultural schools, industrial schools, etc. Government have given the most careful consideration to the question of recruitment to the lower ranks of Government service and they have come to the conclusion that the present arrangements are not altogether satisfactory. At the present moment although a separate examination is held for the recruitment of clerical establishment and although recommendations have been made that candidates with lower qualifications than university graduates and candidates with secretarial qualifications will be preferred in actual practice, large numbers of graduates and persons with higher qualifications than graduates appear for the examination and in many cases are chosen in preference to candidates with lower qualifications. Further, the age-limit for recruitment to Government service even to these ranks is 25. This fact leads to the inevitable result that candidates who are anxious to obtain even comparatively low positions in Government service feel that it is necessary to pursue courses of study up to a degree standard or higher in order to compete successfully for recruitment to Government service. In effect,

this has resulted in youthful candidates, who might have early qualified themselves in business methods, particularly suited to their future work as clerks under Government, pursue a course of studies at a university in no way particularly suited to improve their work as Government clerks and in doing so have not been able to qualify themselves satisfactorily on the secretarial side. These criticisms Government consider are equally applicable to the many students who seek employment in business firms. Selection at an earlier age and a suitable training for work in business houses is in the opinion of Government better than the attainment of a university degree often unrelated to the type of work in business which the students subsequently seek for. From the point of view of parents and public and also employees the present position is unsatisfactory also in so far as a young man has to spend considerable sums of money in qualifying himself at a university, to obtain a type of employment which with further training in business methods he was better fitted for at a considerably earlier age. A young student passing from the vocational classes or from the S.S.L C. course is actually a more suitable candidate for a certain type of clerical employment than an Honours degree-holder who had really, by his greater expenditure of time and money spent in higher education, made himself almost less fit for this particular type of employment. Government feel, therefore, that a reduction in the maximum age-limit for certain classes of Government employment and the provision of a different system of recruitment will not only avoid the considerable waste of money and material which now exists but will help both to raise the standards in the universities by the exclusion of a large class of students and to some extent, however limited, avoid the unhappiness and disappointment with which so many graduates are constantly faced to-day. The type of alternative courses newly to be instituted and their length will ultimately determine the age-limits which Government may fix for recruitment to certain classes of Government service but they feel that it is likely that the upper age-limit for recruitment may be reduced to an age as low as 18.

There is another important aspect of the institution of these alternative courses which Government have under careful consideration and that is that they are fully aware that it would be unwise to launch into a new scheme of alternative courses in high school or separate institutions without taking into consideration the special needs of business houses of all types, industrial undertakings, banks, commerce, railways, etc. Constant and repeated complaints have been received that the present School Final candidate, Intermediate candidate, and University graduates are not able by their training and by their almost purely literary bent, to make successful subordinates, let alone successful pioneers, in business undertakings. The unwillingness of most of such students to do what is essentially at the beginning of any business career, *viz.*, to apprentice themselves to a hard, and often manual, training is largely responsible for their frequent failure to succeed in business concerns. Government feel therefore that all business organizations should be consulted with regard to the type of training which these young men may be put through before they become suitable recruits for business employment. There are certain classes of employment which will require further training in professional institutions and some students may pass direct after the IV Form examination to such institutions or may receive further vocational instruction in school until they are ready for admission into professional institutions, but Government consider that in any case the alternative courses should in part be designed on the advice of business men who are best fitted to dictate the type of training which will be most

helpful to students in their after-careers. In this connexion Government are investigating, in consultation with heads of industry, the possibility which has been suggested outside this province of combining a system of school pre-vocational training with actual apprenticeship in industrial firms and factories. Under such a system a student while reading in the alternative high school classes would be accepted for portions of the year as an actual apprentice in an industrial firm or factory and, if such a student showed satisfactory progress both as an apprentice and as a school student, it may safely be assumed that future work in firms and factories would be comparatively assured to him. Government realize that the large alteration in the school courses suggested above will take time by adjustment to be brought into completion, but, however difficult the adjustments may be in actual practice, they feel strongly that the time has come not merely to discuss and debate over the alterations possible in the secondary school course, but to take active steps gradually to bring these alterations into practical effect. The transitional period may be one of considerable difficulty, but Government sincerely hope that the resulting benefits of these changes to the life of the community and in particular to the thousands of young men who under present circumstances find it increasingly difficult to secure reasonable employment, will compensate for the immediate difficulties involved in large changes.

One result of the proposed changes will be that all high schools will probably not be able to provide both pre-university classes and post-middle school vocational classes. Government, however, consider that it will be advantageous if some schools specialize in the provision of pre-university classes, while other schools specialize in the provision of vocational classes, a limited number of schools, including former intermediate colleges, providing for both classes.

Owing to the intimate connexion between the courses at the secondary stage and the University courses, the reorganization of the school courses must necessitate large alterations in the structure of university courses.

Government recognize that any scheme for the reorganization of collegiate education is largely a matter for the Universities themselves to initiate but Government are hopeful that the universities whose representatives at the Universities Conference of 1934 unanimously demanded changes not unlike those proposed in this resolution will realize first that radical changes are necessary and secondly that the reconstruction of secondary education is interdependent on considerable alterations at the university stage. Apart however from the interrelationship of the changes proposed at the secondary stage with the present structure of collegiate education, Government feel that the universities themselves stand to benefit largely by radical changes within the universities themselves. The reduction in the number of students now pressing into universities, the heightening of standards, the greater attention to be paid to quality rather than to quantity, the introduction of a three-years degree course and the abolition of the Intermediate are all in the opinion of Government proposals which will do much to improve the standard of university education.

While Government have under consideration, as already indicated, measures to change the inelasticity of the present secondary school course in order to widen the basis of secondary education and also prepare students for a larger number of avenues of employment, they hope that the universities will also recognize that it is their concern particularly to see that the universities themselves provide for a greater variety of degree and diploma courses, particularly those which are voca-

tional and practical in character. Government not only believe that there is room for a greater variety of courses leading possibly to new channels of employment in the existing universities but they also consider that the opening of new courses and in some cases the replacement of old courses by new courses may help to do away with the overlapping provision particularly of arts courses now in existence in this province. There is a marked similarity of courses in almost all the colleges throughout the province and the opening of new universities, such as the Andhra University and the Annamalai University, has not to any considerable extent, except in applied technology, provided for new courses of instruction. Other universities in the Empire, even the older universities, have developed courses designed to suit the social, industrial and technical needs not only of the areas which they serve but of the country in general and they have made a wide provision for social, commercial, technical and technological branches of study. Government feel that the needs of this province should gradually be more adequately met by the provision of such courses within the province itself. Increasing need is being felt for industrial and technological experts, Marine Engineers, Sanitary Engineers, Civic Engineers, Aviation Engineers, Architects and for trained experts in civic management for such posts as municipal commissioners and district board officers. Diploma courses in social organization and public service, secretarial subjects, public health training, journalism and domestic science and also higher courses in the fine arts appear to Government to be suitable subjects for the consideration of the universities and Government generally consider that insufficient attention has hitherto been paid to the possibility of the introduction of a larger number of new courses, accompanied possibly with the suppression of a number of arts courses which now represent overlapping of effort and which do not enable the students taking them to find suitable channels of employment. In this connexion Government are reviewing the position of the colleges in this province directly managed by Government. Owing to the coming into existence of a large number of new colleges the costly continuance by Government of these colleges has become of doubtful value and Government have several times in recent years considered the possibility of withdrawing, except in a few cases, from the direct management of colleges. The Government colleges are however in some cases old and well-established colleges and local feeling has been strongly set against their closure. Government hope, however, with the co-operation of the universities concerned to consider the advisability of closing some of the arts courses in these colleges and of replacing such courses by new courses more especially designed to prepare the students directly for employment and to meet needs of public service, business, industries, engineering, etc., not hitherto catered for.

The universities in this province have already been asked to give their opinion on the proposals for the reconstruction of education suggested both by the Central Advisory Board and the Inter-Universities Conference and Government sincerely hope that they will consider the proposals made in this resolution and endeavour to carry out such changes as they may find practicable and acceptable.

WORLD EDUCATIONAL NEWS

NINETY-NINE YEARS YOUNG. Mrs. Ayako Tanahashi has been teaching school in Japan for forty-one years, and in 1936 reached the age of ninety-nine (in European figuring 99). She is at present the Principal of the Tokyo Koto-jogakko school, and everyday may be seen at her desk carrying on the duties of her position with a vigor which would do credit to a person of half her years.

If one were to ask her how old she feels, she would answer in a clear, resonant voice that she has never passed sixty in physical endurance, and mentally is active as her pupils.

This remarkable woman lost her husband while she was in her early fifties, but has kept her youth by her constant activity and contact with school children, whose development she watches with a zeal and for whom she has the tender love of a young mother.

She has been connected with education in Japan for over forty-two years and has experienced with an ability of adjustment innovations that have strewn less intelligent persons by the wayside of progress.

This preserved, dignified, lovable woman is the epitome of devotion to the cause of education, and is loved in return by all who meet her.

*   *   *

GERMANY. The Government prepares a law on the compulsory and uniform vocational training for all young workers. The necessity for this law is proved by the fact that up-to-date only about three quarters of the total of young workers received vocational training. The application of this law would increase the enrolment of vocational schools by about 500,000 juveniles, mainly from rural areas and non-specialised manual workers. Since the attendance of a vocational school is considered an indispensable compliment of apprenticeship, it is felt that young men should also be given the benefit of vocational training.

*   *   *

PALESTINE. From the beginning of the British occupation began the work of educational reconstruction. Schools that had existed before were reopened in the larger towns, training colleges for men and women were instituted in Jerusalem, and Arabic was made the medium of instruction in Government schools. In addition to foreign missionary schools, many of which were closed during the war and were later reopened, a number of new Arab and Jewish schools have been opened since 1920 by various agencies other than that of the Government.

Since 1920, a dual system of national education has gradually developed, formed on a linguistic and racial basis, Arab and Hebrew. The system of maintaining schools for Arabic speaking children in all towns and many villages has been continued and developed since 1920 by the Government department of Education, which is responsible for all Government schools in the country. The schools of the Hebrew public system are also under the inspection of the Department, but are directly controlled by the Education Department of the General Council of the Jewish Community. The Education Ordinance which came into force in January 1933, requires every school and every teacher to be registered with the Department of Education. Education expenditure is met from public funds and no fees are charged for elementary education in Government schools, but a small fee is charged in secondary schools and colle.ges.

*   *   *

PHILIPPINE ISLANDS. The present population of the Philippine Islands which became American in 1899, numbers approximately 13 millions. During the

Spanish regime, primary schools had been established in the towns. The revolution which began in 1896, led to the disorganization of the schools and even to the closing of many. When the Americans arrived, they began to establish schools and reopen closed ones with English as the language of instruction. By August 1899, 100,000 children were receiving instruction in the public schools. A centralised system of public instruction was established in 1901. It created a Department of Public Instruction, provided for 18 division superintendents of schools and for 1,000 teachers of English from the United States. Later, the number of divisions was increased to 50 and public education became free. At present, there are both American and Filipino superintendents. Prevailing types of schools are central schools (including primary and intermediate levels) and "barrio" schools (small village schools); secondary schools exist in towns. Besides there is a University, the Philippine Normal school, and 7 provincial Normal schools and 9 high schools offering teacher preparing courses.—(International Federation of Teachers.)

* * *

SIXTH INTERNATIONAL MONTESSORI CONGRESS will have for its central subject "Educate for Peace". The Congress will be held at Copenhagon, Denmark and will include lectures on Peace by many world famous figures with four main lectures by Dr. Maria Montessori.

(*From the News Bulletin, W.F.E.A.*)

THE S. I. T. U. PROTECTION FUND

NOTICE.

The members of the Fund are informed that we have opened a bank account at the Co-operative Urban Bank, Ltd., Udamalpet. Members of the Fund at or near Udumalpet may pay their dues to the Fund in the bank and advice us of the same.

V. SRINIVASAN,
Hony. Secretary.

(List of names continued.)

1323 Mr. M. Shanmugham, Assistant, Board High School, Krishnagiri.
1324 „ V. G. Saverimuthu, Assistant, R. C. Secon. & Trg. School, Trichinopoly.
1325 „ T. A. Tiruvali Aiyangar, San. Pandit, Hindu High School, Madras.
1226 „ S. R. Venkataraman, Assistant, Board High School, Kuttalam.
1327 „ A. Raghavendra Rao, Asst. N. S. Rao Ele. School, Madras.
1328 „ K. Jaganathan, Assistant, Board High School, Udamalpet.
1329 „ S. Sivaguruswami, Assistant, Board High School, Udamalpet.
1330 „ A. Srinivasaraghavan, Lecturer, Hindu College, Tinnevelly.
1331 „ P. S. Venkatakrishnamachari, Asst., Board H. Ele. School, Lalapet.
1332 „ V. V. Venkatanarayana Rao, Asst., Board High School, Udamalpet.
1333 „ D. R. Krishna Rao, Asst., Board High School, Udamalpet.
1334 „ C. Subramanian, Asst., South Sethu St. School, Tuticorin.
1335 „ G. S. Subramaniam, Asst., D. J. High School, Gobichettipalayam.
1336 „ M. Chokkalingam, Head Clerk, Pachiyappa's College, Madras.
1337 „ V. Bashyaramanujam, Clerk, Pachaiyappa's College, Madras.
1338 „ K. Ramaseshu, Assistant, Board High School, Udamalpet.

Triplicane,
Madras,
Dated, 20—7—'37.

V. SRINIVASAN,
Hony. Secretary.

GLEANINGS

EDUCATION OF THE BACKWARD CHILD

Mr. Stephen Wiseman, writes in the "Schoolmaster and Woman Teachers' Chronicle (May, 13th, 1937) regarding the choice of teachers to handle the education of the backward children.

* * *

There is one principle which is all important, and that is the principle that no teacher should be in charge of the education of backward children unless and until he or she has had experience of teaching normal children. And a second equally important principle is that no teacher should be expected (or allowed) to teach in the special-class permanently. Three or four years is quite long enough for a single "stretch" of this peculiarly exacting need.

* * *

A graduate in science or mathematics will find his training useful in experimental work and the use of statistics but the possession of a degree should not be allowed to overweigh such considerations as that of possessing a natural affinity and ability for work with subnormals. A young teacher with some experience is preferable to an older colleague, who may be rather too firmly fixed in conservative channels of thought and practice. It should not be forgotten that psychological tests are becoming more and more accepted parts of normal educational practice, particularly in the growing field of vocational guidance, and the teacher specially trained in modern methods for subnormals will naturally be the member of the staff qualified to initiate and practise such methods in the school as a whole. The value of having such a specialist teacher in a school need not be stressed; the future promises a greatly increased scope for such teachers.

* * *

CLASS COURTS OF JUSTICE

Mr. N. K. Venkateswaran, writes in *Teaching* (June 1937) about some of his experiences in the Class Courts organised by him in the Model school, Trivandrum.

* * *

Another case arose of out of a Boy mimicking the intonation of another by being let off with a warning. He was followed the next week by a boy who was cleverer than he and was able to have his filing, as was thought at the time, and yet not be detected. The teacher, however, insisted on someone taking the consequences, and maintained that since he had failed to discover the culprit and was responsible for the good behaviour of the class, he would take the punishment himself, and he directed the court to meet the next day and prescribe the punishment. Several boys volunteered to take his place, but he would not be deterred from his decision to receive the punishment himself. This had the effect of shaming the culprit into confessing his fault before the court the next day. He pleaded that he had not wanted to mock his classmate, and that the sound had escaped his lips involuntarily. He owned, however, that his failure to confess his fault was reprehensive and deserved punishment. The finding of the court was as follows:—

Although C did a wrong thing and made his offence worse by attempting to conceal it, there are two points in his favour. First, the sound escaped his lips involuntarily, as we are prepared to believe after hearing him in his defence. Secondly, he is ashamed of himself for not having openly admitted his fault at the outset.

We believe that his present experience has taught him a lesson and that he will not repeat his offence. We therefore excuse him this time.

EXTRACTS FROM THE REPORT ON HOME WORK (Board of Education Pamphlet No. 110. H.M. Stationery Office.)

HOMEWORK AND CITIZENSHIP

The report contains a significant paragraph dealing with the relation of excessive homework to citizenship : "There is a very real danger lest children of secondary school age, spending their days at school and their evenings over homework should be brought up in an atmosphere of aloofness from much of the social life of their neighbourhood. Evidence of this danger is not wanting ; in Wales, for instance comment is made on the threat which arises from the excessive demands of the schools on their pupils, to the local culture, literary and musical, which has in the past been linked with church, Chapel and other organisations. The training in citizenship is not all to be given in school and the practice of it should be largely exercised outside it."

* * *

HOMEWORK FOR CHILDREN IN ELEMENTARY SCHOOLS

"It is therefore, recommended that no homework should be set to children under 12; if it is set to children in the elementary schools at all it should be limited to four nights a week. In amount it should not exceed one hour a night between the ages of 12 and 14, nor take more than 1½ hours a night after that."

HOMEWORK FOR CHILDREN IN SECONDARY SCHOOLS

"It may be suggested that the following table affords some kind of guidance. It would most nearly apply in a day school in a thickly populated area in which the school hours amounted to 25 or 26 a week and the main school course was of five years.

(1) Preparation on not more than five nights a week ; preferably on four nights only.

(2) Number of hours a night:—Up to 14 years of age, 1 hour. Between 14 and 16 years. 1½ hours.

VOCATIONAL GUIDANCE

Mr. J. M. Kumarappa, M.A., S.T.B., Ph.D., writes in the "Punjab Educational Journal" (June 37):

Providing vocational education in itself is not enough ; there must be vocational guidance clinic to help the pupil in the first place to choose his vocation wisely, and in the second place, to get the right type of training for the chosen vocation. Unless wise guidance is given in his choice and training, he will be a "misfit" in his occupation in spite of his vocational education. The idea of planning, which has become a prominent aspect of our modern economic organisation, is exercising its influence in almost every other field of social and public activity, and it is hoped that those who are entrusted with the important task of educational reorganisation would give due consideration in their scheme to vocational guidance which is an important feature of vocational education.

The psychologist, in judging the special fitness of a given pupil, is first guided by the results of the intelligence tests. When these have been examined, many occupations are at once dismissed from consideration, as being clearly above or below the pupil's general mental level. Next, considerations of special aptitudes and manipulative abilities and of temperamental tendencies result in a gradual narrowing of the ground until, when all the data have been taken into account, only a few occupations, more or less suitable, usually remain for serious consideration. In every case the pupil's own wishes are carefully considered and the career which he finds the most attractive, is always preferred to others of an approximately equal suitability. His aim always is to direct the pupil to work in which as many as possible of his talents will be utilized, and which does not demand, as an essential requirement, any particular talent which he does not possess.

The 28th International Congress of Secondary Education will be held in Paris from 2nd to 6th August 1937, and in this connection the following questionnaire have been issued:—

I

1. Does Secondary Education (as defined at Oxford) insure not only a general intellectual culture and the moral development of the individual, but also the formation of the social sense, that is to say the preparation of the individual for life as a member of a group?

2. Does this preparation seem desirable, and why?

3. Could this formation be reduced to a mere theoretical course? Should such instruction be included within one or several of the specific subjects of education and if so, within which? Or should it form a separate subject by itself? Or should it be allowed to permeate every branch of education?

II

In this connection:

i. What provision, in the Secondary Education of your country, is made for:

(a) The theoretical aspect?

(b) The practical aspect? (organisation of corporate life in the school; methods; team-work; sports; clubs; societies; co-operative associations; travel; scouting; visits to various social environments . .. . . . etc.).

ii. What results have you noticed?

III

Are you satisfied, or not, with the results obtained in your country? What improvements would you suggest?

IV

In your country, are Secondary School teachers given any preparation for this role of Social Educator? If so, by what means? If this is either incomplete or non-existent, what remedy would you suggest?

NOTE.—Any relevant remarks on the subject will be welcome.

FROM OUR ASSOCIATIONS

REPORT OF THE TWELFTH ANNUAL CONFERENCE OF THE DISTRICT TEACHERS' GUILD, COIMBATORE AND THE NILGIRIS, APRIL 1937.

The XII Annual Conference of the District Teachers' Guild, Coimbatore and the Nilgiris was held in the Board High School, Udamalpet on the 26th and 27th April, 1937, under the presidentship of Mr. S. V. Viswanathan, M.A., L.T., Retired Professor and Archaeologist, Coimbatore.

The Reception Committee composed of the Secondary School Teachers and the Elementary School masters and mistresses had made adequate arrangements for the conference.

There was a meeting of the Executive Committee of the Guild at 8 A.M. on the 26th, when the Annual Report and the Accounts were approved and passed.

The Conference opened at 12 noon in a decorated hall. There was a large gathering of delegates and visitors, including ladies. Prayer over, Mr. K. S. Srinivasa Iyer, B.A., L.T., Chairman of the Reception Committee welcomed the delegates. He referred to the many educational problems that were awaiting solution, and invited the Conference to give a lead in the matter of educational reorganisation.

Mr. V. C. Vellingiri Gownder, President, Dt. Board, Coimbatore then declared the conference open and referred to the main problems in the field of education. He stressed the need for religious instruction in schools.

Mr. S. V. Viswanatha then delivered his presidential address wherein he dealt with the aims and ideals of education, primary and secondary education schemes, education of girls, vocational education, place of English in Indian Schools, examinations, etc. He exhorted the teachers to be united and to keep aloft the banner of idealism.

In the absence of Mr. P. K. Pattabhirama Sastrigal, D.E.O., Coimbatore and the Niligris, Mr. V. C. Vellingiri Gownder declared the educational exhibition open, There was a large and interesting variety of exhibits, which were on view for two days and attracted a large number of visitors. Messages wishing the conference success were then read.

The conference reassembled in the afternoon. There was a variety entertainment by the girls of the V. M. School, Udamalpet which was much appreciated.

Mr. S. Natarajan, B.A., L.T., Editor, "South Indian Teacher", delivered a thoughtful address on 'Secondary Education.'

Mr. M. K. Ramamurti, Secretary of the S.I.T.U. Protection Fund then briefly explained the objects and working of the Fund and appealed for generous support.

Tennis and Carrom matches were conducted under the auspices of the Conference.

At 7 P.M. there was a music performance by Master A. Venkataraman of Udamalpet, and Messrs. Y. Srinivasa Ayyar, M.A. L.T., and P. Venkatachalam of the Municipal High School, Coimbatore.

At night, the staff of the B.H.S. Udamalpet put on boards Sheridan's **Patricks' Day** and the trial scene from the **Merchant of Venice.**

At 8 A.M. on the 27th there was a meeting of the English Section. The Questionnaire issued by Mr. R. Ramakrishnan, M.A., L.T., the Secretary (pub-

lished in a recent issue of the **South Indian Teacher**) was taken up for discussion, and thought was bestowed on many intricate problems connected with the teaching of English.

Mr. K. Nainar Mahomed of Udamalpet read a paper in Tamil on the place of Tamil in the Secondary School.

Mr. Nagasubba Iyer followed with a paper on 'Places of interest round Udamalpet.'

The Subjects Committee discussed the Resolutions sent in by several Associations.

In the after-noon, Mr. R. Ramakrishnan, M.A., L.T., read a paper on 'The Teacher in the New India' and Mr. N. Chinnasami, B..A. (Hons.), L.T., a paper on 'More Cheerful Schools.'

Mr. S. S. Viswanatha Iyer of Gobichettipalayam initiated a discussion on the teaching of World History in Schools.

Mr. S. T. Ramanujam of Trichinopoly then addressed the public on Elementary Education. There was a good gathering of parents and educationists.

There was a demonstration of Physical Activities by the Kerala Kalari Troupe.

Resolutions touching on several problems were then passed.

There was then a General Body meeting of the Guild. The annual report was adopted. Office-bearers for the year were then elected. Mr. K. Kannan Menon was elected President and Mr. S. K. Subbarama Iyer was re-elected Secretary of the Guild. Messrs. V. Rajagopala Iyer and R. Ramakrishnan were re-elected President and Secretary respectively of the English Section. A Tamil section was also opened with Mr. C. S. Chocalingam Pillai and Mr. K. Nainar Mohamed as President and Secretary respectively.

Prizes, shields, cups, medals and certificates were then awarded to the Tennis and Carrom champions, for the exhibits, to the amateur actors and volunteers.

With the President's concluding remarks and a vote of thanks the conference came to an end. The services rendered by the Joint-Secretaries, Messrs. N. S. Nanjunda Iyer and U. N. Alagiriswami Naidu and the excellent arrangements made by the Reception Committee for the convenient stay of the delegates were highly praised by the delegates assembled.

On the 28th a party of 20 delegates went on an excursion to Munnar, a hill station in Travancore. Another party went to the Palni Hills.

OFFICE BEARERS FOR 1937-38.

1. **President.**—Mr. K. Kannan Menon, B.A., L.T., H.M., B.H.S., Dharapuram.
2. **Vice-Presidents.**—Mr. V. Rajagopala Iyer, M.A., L.T., H.M., B.H.S., Erode Mr. Kuttiappa Goundar, B.A., L.T., H.M., B.H.S., Bhavani.
3. **Secretary.**—Mr. S. K. Subbarama Iyer, B.A., L.T., Asst., M.H.S. Coimbatore.

ENGLISH SECTION

4. **President.**—Mr. V. Rajagopala Iyer, M.A., L.T., H.M., B.H.S., Erode. **Secretary.**—Mr. R. Ramakrishnan, M.A., L.T., Asst., B.H.S., Udamalpet.

MATHEMATICS SECTION

5. **President.**—Mr. K. Chathukutti Nair, B.A., L.T., H.M., S.S.V., Kodumudi, **Secretary.**—Mr. N. Chinnaswami, B.A. (Hons.), L.T., Asst., B.H.S., Udamalpet.

SCIENCE SECTION.

6. **President.**—Mr. P. N. Krishna Iyer, B.A., Agricultural College, Coimbatore

Secretary.—Mr. S. S. Viswanatha Iyer, Asst., D.J.H.S., Gobi.

HISTORY SECTION.

7. **President.**—Mr. S. Meenakshi Sundaram Mudaliar, B.A., L.T., H.M., M.H.S., Erode.

Secretary.—Mr. C. R. Krishnamurthi Rao, B.A., L.T., Asst., B.H.S., Dharapuram.

GEOGRAPHY SECTION.

8. **President.**—Mr. K. S. Srinivasa Iyer, B.A., L.T., H.H., B.H.S., Udamalpet.

Secretary.—Mr. C. S. Subbaratnam, B.A., L.T., Dip. Geo., Asst., M.H.S,, Coimbatore.

ELEMENTARY EDUCATION.

9. **President.**—Mr. A. Gopala Iyer, B.A., L.T., Senior Deputy Inspector of Schools, Coimbatore.

Secretary. Mr. S. Arulanandam, C.S.M. El. School, Coimbatore.

TAMIL SECTION.

10. **President.**—Mr. C. S. Chokalingam Pillay, Senior Tamil Pandit, M.H.S., Coimbatore.

Secretary.—Mr. K. Nainar Mohamed, Tamil Pandit, B.H.S., Udamalpet.

THE TEACHERS' BOOKSHELF

Longman's Descriptive Geography. Book I, II, III., in Tamil by L. D. Stamp. Publishers: *The Longman's Green & Co., Ltd.*

This is a series of three books intended for use in the Middle School Forms of the Secondary Schools. They are prepared in accordance with the New Syllabus recently issued by the Educational Department of the Madras Government. The books throughout are copiously illustrated by maps, sketch maps, pictures, and diagrams neatly produced. The lessons on practical work are suggestive and stimulating. The treatment of the regional lessons are descriptive enough to capture the imagination of young children. The exercises set at the end of each chapter serve to test the children's knowledge of geographical facts and also to develop their power of thinking to understand and appreciate the effect of 'Environment on the life of Man'. Hence it gives us much pleasure to welcome these useful additions to Middle School Geography, and we highly commend them for use in Secondary Schools.

Higher Algebra. By S. Barnard, M.A., and J. M. Child, B.A., B.Sc. Published by Messrs. Macmillan & Co., Ltd., London. 1937. Pages xiv and 585. Price 20s.

This welcome addition to the ranks of mathematical treatises is written by two authors who are quite familiar to teachers in schools and colleges in South India through the several other books written by them. We must make special mention of the authors' 'Elements of Geometry' and 'A New Algebra', which are both being widely used ever since their publication. The present work may be regarded as a continuation of the latter book and attains the high standard of thoroughness and elegance which we have learnt, by experience, to look for in the writings of these two authors.

There are now in the field only a few good English text-books of higher algebra. Chrystal's 'Text-book of Algebra' which had held unrivalled sway for quite a number of years, has become out of date. Smith's 'Algebra' may be regarded as an introduction to books of the type of Chrystal's and is good only in parts. The book under review, combining as it does the simplicity of Smith's 'Algebra' with the width and depth of Chrystal's has come out not a day too soon and is sure to be very much in demand among our college students and lecturers.

In the first twelve chapters which may be taken to form an introductory part of the book, fundamental properties of polynomials and elementary processes relating to equations, such as transformations, relations between roots and co-efficients, solution of reciprocal and binomial equations and the algebraical solutions of cubic and biquadratic equations are dealt with. There are also chapters on the complex number and on Determinants. Methods of summing the familiar types of series are given. The discussion of the solution of systems of linear equations illustrated by their geometrical significance is a special feature of this part.

Chapter XIII contains a brief treatment of irrational numbers defined as Dedekind sections. Then follows an elegant treatment of inequalities and of properties

of sequences and series. Chapter XVII deals with the definition and fundamental properties of continuous functions and of their derivatives. It is a brief sketch of the mathematical analysis that forms an essential background for the study of their properties of the functions defined by the Binomial, Exponential and Logarithmic series and of equations in the latter half of the book. This chapter is quite in place in view of the authors' aim "to produce a treatise in which the subject is developed logically, complete so far as it goes, and serving as an introduction to modern analysis."

All the various topics of higher algebra such as theory of numbers, continued fractions, etc., are dealt with in considerable detail in the succeeding chapters. Special mention must be made of the short but very useful account of Finite Difference Equations and their solution, the intensive study of congruences, the detailed discussion of approximate solution of equations and the expansions of implicit functions fully illustrated by their use in curve tracing. The book contains a large collection of carefully selected exercises.

Though it is stated to be "essentially a text-book of Algebra for students working for Higher School Certificate, mathematical scholarships and examinations of similar standard", the present work is eminently suited for the requirements of the Pass and Honours courses in our colleges, where it would surely be adopted as a text-book, unless its price, *viz.*, 20 shillings, probably prohibits it. The printing and get up are excellent though a few errors are discernible here and there.

Intermediate Botany. By L. J. R. Brimble. Published by Messrs. Macmillan & Co., Ltd. Price. 8sh. 6d.

This neat handbook of Intermediate Botany is written to meet the needs of students who may be preparing for one or other of the various Higher school certificate, and Intermediate Science, Arts, Pharmacy, Agriculture, Horticulture and other first University examinations. There are thirty chapters in the book and the entire field of Botany is covered. The treatment of the subject is slightly different from what is commonly adopted in text-books and at the end of each chapter a scheme of practical work is given. This will help students to study Botany independently and understand the details of structure. There is an appendix containing questions and exercises and the carefully prepared index makes reference easy. The numerous illustrations add much to the value of the book which will serve as a very good book of reference for students in our Intermediate classes, B.A., and B.Sc. students who have taken Botany as a subsidiary subject will do well to study this book. The get-up of the book is very good.

EDITORIAL

THE GREAT CONTROVERSY

All is well that ends well. The Congress Party has agreed to accept office and the leader of that Party deserves to be congratulated on his successful efforts towards forming a cabinet acceptable to the country at large. One remarkable thing about this controversy is that the final solution has left no bitterness behind. On behalf of the teaching profession, we are glad to convey its best wishes to the Premier and to assure him that it will ever be ready to co-operate with the ministry in respect of the working of the educational programme which the party in power may deem fit to formulate in the general interests of the country. We are glad that the portfolio of education will be in the hands of Dr. Subbaroyan whose previous experience should help him to take the right step with confidence. That there will be a distinct change in the method of approach of the problem of education is what one may reasonably expect from the election manifesto of the party in power. It will be a privilege as well as duty on the part of the teaching profession to appreciate the spirit underlying the programme and to extend its support to schemes which are sure to promote the cause of sound education in our province. There is one point, however, which we should like to bring to the notice of the party in power. Knowing as it does that its strength rests primarily on its sound organisation and discipline, it should not be slow to recognise the place that the South India Teachers' Union, the only Provincial organisation of teachers in South India, should occupy in the sphere of education. What is wanted in our province is well-informed and representative expert opinion on which the Calcutta University commissioners had rightly laid important stress. The Union which keeps its doors open to teachers of all grades, European and Indian, men and women, should be given opportunities to develop into a more efficient and representative body competent to advise the Government on educational matters. Such development will be possible only when the organisation is given statutory recognition and allowed to enjoy on behalf of the profession the privilege of representation in Boards and Committees appointed to consider educational questions.

THE SCHOOL WEED

In all the discussions that have been going on in the press and on the platform in regard to educational reconstruction, one cannot help being struck with the frequent use of the word " weed," both by laymen

and teachers. It is clear they have not cared to understand the implications of this "*weed complex.*" Those who have been obsessed for the time being by the acuteness of the unemployment problem or by exaggerated notions of efficiency, deem it natural to give a high place to external public examinations. They do not conceal from us their feeling that they want the unfit to be weeded out. We feel that they should pause to consider for a moment what the weeds implied in their statements are. Do they realise that they are considering the numerous failed candidates as weeds to be pulled up and thrown out ? Is it their view that the schools are only for a select minority ? Do they really believe that examinations as conducted at present are infallible and can be relied upon without any hesitation ?

It may be excusable for a layman to entertain ideas which are uneducational though he will never be willing to admit that his children are no more than weeds. Teachers are on a different footing and they should understand what is implied in the " weed complex ", quite irrespective of the opinion they may hold in regard to public examinations. Educational philosophers proclaim that every child holds out a great promise for the future and that children form the national wealth or (crop, if you like it). It is the realisation of this valuable principle that is behind the demand for universal, free, and compulsory education in all Western countries even up to the age of 18. Whether the children turn into weeds or crops depends to a great extent upon schools, teachers and parents. Any teacher who labours under the *weed complex* and wants the system of external examination to select the material for him is a misfit. He is expected to have the professional technique and knowledge needed to give a chance to each child to rise to its full stature. No medical man will ever think of saying that patients requiring to be treated by him should be perfectly healthy or produce a certificate of fitness. Nor does a lawyer fight shy of cases of an intriguing nature. These experts feel that they should bring their wide professional experience to bear upon the cases on hand and are keen on extending the benefit of their knowledge even to persons who have abandoned all hopes.

It is for the teaching profession to act in the same spirit and to resist the temptation to regard the failed candidates as weeds to be thrown out. They are expected to be able to find out the ways and means of giving ample scope to each child for development on its own line through suitable courses and methods.

It is not our intention to deal now with the public external examination in detail but it is open to us to ask the advocates of public examination whether it can weed out the unfit at all or the unfit alone.

If it can serve this purpose well, then the complaint that the college classes contain a number of students who ought not to have been there should be regarded as baseless. But no one can deny that the complaint is not altogether unfounded. So far as the question of administration of the S.S.L.C. examination is concerned, there is nothing that can be said against it. The S.S.L.C. Board consists of representatives of the University and department and it is assisted by a large number of examiners who are teachers of experience. If, in spite of this constitution, the public examination is not seen to serve the purpose, how can one hope that the public examination proposed to be held at the end of IV Form is going to be of any use. Those who advocate the continuance of the present system of examination throughout the educational ladder primarily for the weeding out of the unfit should remember one point. In agricultural practice a weed is a weed and a crop plant is a crop plant. But in our examination ladder much of the material passed off as good crop happens to be rejected as weed at the next examination !

Much depends upon what we expect the public examination to do for us. It is clearly uneducational to advocate its continuance for weeding out the unfit. The real problem is how to devise a scheme of courses which will give scope to children of different aptitudes and talents. It should not be forgotten that each child has a place in the society and that each sphere needs a child. The high standard of which we hear very often can never be attained and has not been attained through external examinations. The solution lies in introducing diversified courses so as to bring about a suitable and wise distribution of students. The reorganisation proposals deserve no consideration so long as this aspect of the problem is not given the importance it deserves.

THE ONLY SOLUTION

The resolution of the Government of Madras in respect of the reorganisation of education has been published for eliciting public opinion. Our readers will not see anything new in this resolution. We are told that " the Government feel that the time is ripe for a pronouncement on their general policy in regard to the main branches and grades of education." One is apt to expect the resolution to contain a clear and concise policy. He would like to see for instance what the policy of the Government is with regard to the financing of education. The resolution may be expected to explain how the Government proposes to meet the increasing cost of education and what sources it intends to tap to finance the new schemes. Secondly, the resolution should explain the relationship in future between the Government and Management. There is nothing in the resolution which can be interpreted as an admission of

the responsibility for education by the Government. Again, the resolution does not choose to tell us what vocational courses it has under contemplation and how natural diversion of students to courses for which they are fit can be effected. A resolution on educational reorganisation which does not deal with the problem of finance is not likely to be taken seriously by the public. The resolution is too argumentative where it should contain mere facts and too vague where details are necessary.

The South India Teachers' Union has already communicated its views on the proposals relating to secondary education. The proposals regarding elementary education have already appeared in a previous press communique and we think it necessary just to refer to one or two points. All over the country and especially in our province a serious attempt is made to make the public realise the evil of wastage in mass education. It may be that increase in the number of permanent literates has not kept pace with increase in the number of schools and increase in expenditure. It is open to us to ask whether the diagnosis is correct. Even taking all that is mentioned in the Government communique to be correct, we should like to be assured that the remedy suggested can improve the situation. The problem is stated clearly enough in the resolution as follows: "Taking all things into consideration the Government feel strongly that *the most urgent need in mass education at the moment is to eliminate ineffective and inefficient schools and to build up in their places a system of complete, economically well-filled, well-staffed, five standard primary schools;* schools which in effect by their structure and equipment should give manifest assurances of adding to the literacy of the population." What is the remedy suggested to meet "the most urgent need in mass education"? Let us quote the words in the government resolution: "To this end, Government have recently taken steps to see that in future and after a due warning grant-in-aid and subsidies are given only for the maintenance of (1) complete and properly staffed schools, (2) feeder schools capable of proving that they are regularly passing on their pupils to the higher standards and (3) single-teacher or two-teacher schools in isolated areas where the children of school-age are few in number and where plural class teaching must necessarily be adopted." This remedy will no doubt be very effective for the elimination of incomplete and single-teacher schools. Can the Government say that the remedy will be of any use in "building up a system of complete, economically well-filled, well-staffed, five-standard schools"? *This raises the question as to who is responsible for mass education.* While the government is anxious to impress upon the public the urgency of the question, it finds it convenient to forget it while suggesting a remedy. Does the Government expect the twenty-thousand teacher-managers to be able

to improve and maintain schools at any time with five standards which will " give manifest assurances of adding to the literacy of the population " ? The Government has not faced the issue and it should have stated in the resolution how it proposes to deal with the situation when the teacher-managers leave the field. As a matter of fact, the existence of as many as 30,000 elementary schools with standards below the fifth of which over 18,000 schools are single-teacher schools calls for a more comprehensive and forward policy of national education. It is unfortunate that the Government has not given thought to this aspect of the question. The problem is not one of elimination of incomplete and ineffective schools alone but also of the simultaneous conversion of these into complete, economically well-filled schools. It is plainly the duty of the Government to undertake this task though it may be ready to receive help from any quarter.

The proposals of the Government view the problem of wastage at the wrong end and an impression is created that wastage is a recent phenomenon that has made a sudden appearance. As a matter of fact the authorities were not unaware of the evil of wastage when they formulated long ago proposals for the expansion of elementary education. Even as early as 1882-1883 Mr. Garthwhite had reported to the Government as follows :—" I fail to see any reason why the number of pupils in the lower primary division should be, as it is, ten or twelve times that of those in the upper primary division. . . . But I cannot help suspecting that the returns under the head lower primary " unpassed " include a number of so-called pupils who have not made a beginning of study and who never pass at all." The disparity in strength between the upper and lower standards is not altogether strange when the number of schools with standards above the fourth is only about 4,000 till 1917 as against 25,000 schools with standards below the fifth, Parents whose indifference to the education of their children is admitted are sure to take away the children the moment they pass the top standard in the school. That is why we consider the idea of the incomplete feeder school a weak link in the chain and it is very doubtful whether children will go to a complete school after finishing their course in a feeder school. That the duration of school life requires to be watched carefully is plain from successive administration reports. In the quinquennial report 1917-1922, a reference is made to the duration of school life and the report observes " Fortunately legislation has now made successful action possible and even before the close of the quinquennium several local bodies applied to the Government for sanction to introduce compulsion under the Elementary Education Act." The next quinquennial report contains the following statement. " It is abundantly clear that compulsion and other methods must be adopted if boys are to be retained at school for sufficiently long

periods to enable them to become permanently literate." Is it not surprising that an attempt should now be made to explain away compulsion, a measure which has been adopted all over the world and even in countries where the people may be expected to understand their duty and needs ? The resolution of the Government constantly refers to economically well-filled schools and one fails to see how this end can be achieved unless compulsion is introduced. Schools can be made complete and kept efficient only through provision of additional funds and they can be economically well-filled only when compulsion is introduced and the provisions are enforced. The paragraph under compulsion in the resolution of the Government is more or less a special pleading against compulsion and the arguments are not at all convincing. In the present situation, it is necessary for the government to concentrate its attention on mass education, i.e., education up to and including the fifth standard and to formulate a ten-year programme of universal free and compulsory education. Any such programme should tackle the problem of private agency in the first instance. A schoool may with advantage to the country be permitted under the private committee management only when it is willing to abide by the conditions prescribed in the rules regarding financial stability, conditions of service and equipment. Some recommendations touching the Higher Elementary schools are also made in the resolution and the question of post-primary education should be considered more seriously. A change in the syllabus or a transfer from the optional group to the compulsory group will never radically alter the Higher Elementary school. It is for the consideration of the Government whether the scheme of senior school adopted in England for children 11 plus who do not proceed to the Secondary school cannot be adopted in select urban and rural centres so that the Higher Elementary school may cease to be imitation secondary schools '. There is much to be said for the view that mass education should seek to educate the adult also and it is unfortunate that no reference is made to adult education. Now that the congress party has accepted office, it is but proper that the entire reorganisation scheme should be reconsidered by it so that it may have an opportunity to modify the proposals on lines in consonance with its educational programme.